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ABSTRACT The report presents a rationale and goals for leisure services to the handicapped and discusses elements in model state and local implementation of leisure programming related to P.L. 94-142, the Education for All Handicapped Children Act. A historical review of recreation program development is provided along with a consideration of the current status and needs in leisure for the handicapped. Benefits of leisure participation are listed, 12 models for program development (including consumer leisure competency models and community service models) are described, and national activities are discussed. A major section of the report contains an interpretation of the rules and regulations of P.L. 94-142. Other topics addressed include leisure assessment and planning, recreation programming, leisure education, leisure counseling, and personnel resources. (CL)

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National Institute on Community Recreation for the Handicapped  
A Project Funded by the U.S. Bureau of Education for the Handicapped

Educating the Handicapped Child for Leisure Fulfillment

by

John A. Nesbitt

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Recreation Education Program

THE UNIVERSITY OF IOWA

Iowa City, Iowa 52242

1977

Revised Edition

1978

*Project Identification*

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- 3 — American Alliance for Health, Physical Education and Recreation
- 10 — Bureau of Education for the Handicapped
- 15 — BEH National Advisory Committee on the Handicapped
- 50 — Bureau of Education for the Handicapped - directors of funded physical education or recreation/leisure research, special projects or training.
- 3 — Council on Exceptional Children
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- 100 — State Park and Recreation Associates and their Respective Therapeutic Recreation Sections - 2 to each state
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Institute Report

National Institute on Community Recreation for the Handicapped-  
A Project Funded by the U.S. Bureau of Education for the Handicapped

Educating the Handicapped Child for Leisure Fulfillment

An Interpretation and Preliminary Model Plan for National, State and  
Local Delivery of Recreation Service for Handicapped Children in Relation  
to Public Law 94-142, Education of the Handicapped Act

by

John A. Nesbitt, Ed.D., Professor and Project Director  
National Institute on Community Recreation for Handicapped  
University of Iowa

Based on an Analysis of the  
Federal Register

Final Regulation

Title 45 - Public Welfare

Tuesday, August 23, 1977

Part II

Department of Health, Education, and Welfare  
Office of Education

Education of Handicapped Children

Implementation of Part B of the Education of the Handicapped Act

Recreation Education Program  
THE UNIVERSITY OF IOWA  
Iowa City, Iowa 52242

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The project staff includes: Project Director, Dr. John A. Nesbitt, Project Assistant, Ms. Carla Caudill and Research Assistants, Ms. Sue Flood and Ms. Cynthia Pradon. The BEH Project Officer is Mr. William A. Hillman, Jr.

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J.A.N.  
Iowa City

## Table of Contents

|       |  |     |
|-------|--|-----|
| I.    | A Rationale and Goals for Handicapped in Leisure, Leisure Activities and Leisure Service.....        | 1   |
| II.   | Program Development - Directions and Strategies.....   | 5   |
| III.  | The Status of Recreation and Leisure for Handicapped.....  | 11  |
| IV.   | Problems, Issues and Needs in Leisure for Handicapped Basic Problems.....                            | 15  |
| V.    | Deficits Versus Benefits.....  | 19  |
| VI.   | Options in Program Development.....  | 23  |
| VII.  | The National Effort.....   | 27  |
| VIII. | An Interpretation of the Rules and Regulations.....  | 35  |
| IX.   | Leisure Assessment and Planning with the Child Who Is Handicapped.....                               | 73  |
| X.    | Elements in Model State and Local Implementation of the Recreation Aspects of Public Law 94-142..... | 83  |
| XI.   | Recreation Programming.....  | 93  |
| XII.  | Leisure Education.....   | 95  |
| XIII. | Leisure Counseling.....  | 101 |
| XIV.  | Personnel Resources.....   | 105 |

## Appendices

|    |  |     |
|----|--|-----|
| A. | Voluntary Registration Program of the National Therapeutic Recreation Society..... | 115 |
| B. | National Institute on Community Recreation for Handicapped.....                    | 123 |

I. A Rationale and Goals for Handicapped in Leisure, Leisure Activities and Leisure Services

A Rationale for Leisure Service for the Handicapped

Special leisure services for handicapped children, youth and adults are vital. Here are four basic reasons that can be used to defend, support, or initiate leisure services.

1. Human and Civil Right to Recreation

The human and civil right of all people to participate in cultural, recreation, and leisure pursuits has been stated in formal declarations. Public recreational buildings, for example, have been required in recent years to provide barrier-free entrances and exits for the physically handicapped.

2. Normalization in Recreation and Leisure

Normalization for handicapped, including recreation and leisure normalization, has already been accepted as a "social policy" in European countries and increasingly is being accepted as a social policy in the United States.

3. Contribution of Leisure to Rehabilitation

Day to day experiences as well as a growing volume of professional literature support the proposition that leisure participation contributes to the achievement of medical, social, educational, and vocational rehabilitation goals. The contribution may be indirect, as when a patient must have relief from the demands of an intensive rehabilitation program; or, direct, as when social, cognitive, or psychomotor skills gained or practiced in recreation contribute to a general rehabilitation and educational plan.

4. Therapeutic Recreation Service

Over the last 25 years therapeutic recreation service has developed a body of knowledge and conducted research that guides the present day practitioner in "organizing, administering, and presenting therapeutic recreation activities that make a definite contribution to the recovery or adjustment" relative to illness, disability or specific social problems. In general, programming offered by therapeutic recreation service personnel is divided equally between providing activities and services which meet basic recreation and leisure needs of all people and activities designed to contribute toward rehabilitation, treatment or habilitation, education or remediation.

I believe, unequivocally, that,

NO REHABILITATION, VOCATIONAL REHABILITATION, SPECIAL EDUCATION, THERAPEUTIC, MEDICAL OR TREATMENT PLAN IS COMPLETE WITHOUT ATTENTION TO THE INDIVIDUAL'S LEISURE NEEDS AND FUTURE.

Goals for Leisure and Leisure Participation by the Handicapped

The goals that I would propose to be achieved by the person who is handicapped through leisure and leisure activities are:

- That the handicapped achieve parity with the 'able bodied' in personal fulfillment.
- That the handicapped achieve parity with the 'able bodied' in quality of life.
- That the handicapped derive from leisure activities optimal rehabilitative, education, vocational, physical and social benefits.

The delivery of leisure service to and for handicapped is significantly behind other areas such as vocational rehabilitation and special education. How far behind? Leisure service for handicapped is some 50 years behind vocational rehabilitation and some 25 years behind special education. Conversely, vocational rehabilitation and special education have viewed leisure, leisure fulfillment and leisure service rather narrowly, e.g., training in piano tuning for blind as contrasted with directing attention to a large number of leisure service occupational clusters; or, disregarding both the leisure skills and experiences needed by school age handicapped children and the lifetime leisure skills and continuing education needed by handicapped adults. The past is past. Now, the challenge is to face the leisure conditions and needs that exist today as well as the leisure conditions and needs that will exist five, 10 and 25 years from now unless appropriate social planning and intervention take place.

The disparity between the 'able bodied' and handicapped in life style and quality of life will increase unless there is intervention.

The benefits of leisure activities will not be realized by handicapped unless there is intervention.

Future leisure programs and services provided to and for the handicapped could run high on cost and superficiality and low on value and long term significance.

Leisure participation by handicapped could reinforce social prejudice and segregation rather than serve to bridge social and economic barriers.

One side of the leisure picture is bleak. The other side of the leisure picture is encouraging. The immediate challenge is to provide Leisure Opportunity for All Handicapped just as we are attempting to provide for Education for All Handicapped. To do this we must:

- Carry out planning and developmental activities that will make possible the achievement of optimal opportunity and participation in leisure for handicapped by the year 1990.
- Provide financial support for programs, starting with Federal support which in turn will stimulate State level support and ultimately local support. The program support for which I am appealing is for personnel, transportation, equipment, administration, etc.
- Conduct the research and demonstration needed to gain basic insight into leisure and the handicapped.
- Provide the preparation and training which in turn will provide the needed direct service as well as the leadership personnel.

By no means can a lag of 25 or 50 years in public support, legislation, programs, research and training be overcome in five to 10 years. But, the application of 25 and 50 years experience coupled with significant professional training, research and demonstration, special projects and planning effort can by 1980 provide the basis for a major expansion of services and programs which can, in fact, result in enormous gains for the handicapped in personal fulfillment, in enhanced quality of life, and in far greater achievement of rehabilitative, educational, vocational, physical and social potential.

Notes

## II. Program Development - Directions and Strategies

The year 1906 is the year that marks the birth of the modern recreation for the ill and handicapped movement. In that year, the Committee on Play in Institutions was formed as one of the first committees in the formation of the Playground Association of America. The PAA was to become the National Recreation and Parks Association. The purpose of the committee was to study the status of play in institutions. Under its first and second chairpersons, Ms. Sadie American and Dr. Hastings H. Hart, the committee turned quickly to the task of promoting play in institutions because play in institutions served to bring happiness, to enhance intellectual and educational development, to enhance moral development and to serve as a means of social education.

To guide the reader through the first hundred years of the recreation for the ill and handicapped movement the following capsule chronology is presented.

| <u>Period</u> | <u>Primary Concern</u>  | <u>Professional Focus</u>   |
|---------------|---|---|
| 1906-1916     | Ill and handicapped school-age children (deaf, blind, crippled, "feeble-minded") in institutions (schools, asylums, orphanages, hospitals). Recreation directors appointed and judged effective.                                  | Founding the Playground Association of America (eventually to become the National Recreation Association, NRPA) with an active interest in Play in Institutions as one of the basic areas of concern. |
| 1917-1918     | Ill and disabled soldiers in hospitals, clinics, etc.; Red Cross workers provide recreation in military hospitals.  | Consultation service to military and convalescent hospitals by the NRPA.  |
| 1919-1940     | Ill and handicapped children and adults, in institutions, hospitals, special schools, state schools, etc. U.S. Veterans Administration assigned recreation responsibility for hospitalized veterans. Recreation staffs operating. | NRPA Field Service to state hospitals for mentally ill, state schools for mentally retarded and other institutions.   |
| 1941-1945     | Ill and disabled soldiers in hospitals, clinics, etc. Resurgence of Red Cross (1,800 workers).  | NRPA consultation.  |

1946-1967 Ill and handicapped civilians - aged, physically handicapped, mentally retarded, mentally ill - in the community as well as in institutions; emergence of camping, sports, cultural activities for handicapped. 50 states have civil service positions for recreation for ill and handicapped.

1968-1979 Handicapped school-age children and youth.

1980-89 Severely handicapped, drug abusers, mentally ill.

1990-2006 All handicapped with leisure deficits or dysfunctions served, highest priority given to those with greatest deficits, service both institutionally and in the community.

Professional development era with development of organizations that eventually merge as National Therapeutic Recreation Society within NRPA; development of standards for personnel, training, services, programs.

Major national professional training program by virtue of first Federal legislative title dealing with physical education and recreation for handicapped.

Major research and demonstration program by virtue of Federal support which in turn will provide scientific, professional and political bases for program development.

Major expansion of public funding of recreation for ill and handicapped; large scale increase and improvement of leisure services and programs.

### Current Factors

There are many factors which support development: First, there are up to 25,000,000 handicapped, all of whom need leisure service. They need indirect service in the form of information or direct service in the form of leisure programs, leisure skills training or guidance for leisure settlement. We are living in a leisure age and the public conscience senses that injustice is done by denying ill and handicapped the opportunity to participate in our affluent \$130 billion annual G.N.L.E. (Gross National Leisure Expenditure). Many areas in leisure for handicapped are making progress - camping, sports, professional recreation, Federal legislation, mandatory physical education and cultural arts. Handicapped consumerism for leisure participation is emerging.

### 1967 - 77 Training

The initiation of the Physical Education and Recreation Program of the U.S. Bureau of Education for the Handicapped is a watershed event in the recreation and leisure for ill and handicapped movement. Through the Bureau's program in training, research and special projects it was possible to achieve in 10 years what would have taken 30 to 40 years in the usual progression within the movement. In 1975, major legislation was passed in the form of the Education for All Handicapped Act which called for prescriptive physical education and included recreation as a related service. For the first time since 1906 leisure participation and service for handicapped received direct substantive attention by the Federal Government.

The Bureau of Education for the Handicapped has performed outstanding national leadership through its efforts in physical education and recreation training. The guidance provided by Dr. Ed Martin, Mr. William A. Hillman, Jr., and many members of the professional staff as well as the educators and researchers who advise the Bureau has been extraordinary. The handicapped are indebted to these individuals for their leadership and support.

The field of therapeutic recreation service has developed rapidly in the last 10 years. The existing work force has not kept pace with developments. Major needs include the following:

1. Training to provide direct attention to the handicapped in need of rehabilitation service in terms of short-range and long-range planning, coordination, development, administration, etc.
2. Training in new practices and methods for rehabilitation and community settlement of disabled such as Leisure Education, Leisure Counseling, Leisure Settlement, Leisure Advocacy, Leisure Consumerism, Leisure Assessment and Evaluation, new methods of community organizations, e.g. associations for leisure for handicapped, etc.

3. Training and technical assistance in program development, including funding professional leisure services and facilities using Federal, Federal-state and local resources.

The work force in therapeutic recreation service is estimated at 20,000, 2,000 of whom hold professional registration. Of this force, over 500 currently in the field have received professional training through the Federally supported Research and Training Program. Long-range development calls for professional training in relation to the continuing education and vocational training needs of handicapped adults and older citizens as well as handicapped children. In the immediate, three-year future, an intensive effort in in-service training is needed for the 18,000 personnel whose training and professional status are less than current needs call for:

## The Growth Era; 1990 - 2006

Significant increases in recreation and leisure participation by handicapped based on the expansion of recreation and leisure services may be expected during the period 1990 to 2006. Taking 1975 as a base, leisure service and participation by handicapped by 2006 will be many times, maybe 10 times, what it is now.

The primary factors in this increase in participation and expansion of service will be the following:

1. Insight and Acceptance - Greater insight and acceptance by the public, the handicapped and our institutions of the needs and problems of handicapped in leisure. However, at the present time there is a need to direct attention to creating positive attitudes among leisure service personnel, the helping professions and the public relative to the provision of leisure opportunity for the handicapped.
2. Professional Work Force - Based on greatly increased professional training in the 1970's, and the continuation of this training into the 1980's, there should be a professionally trained work force of 4,000, capable of leading effectively the development of a wide range of services and programs.
3. New Leisure for Handicapped Organizations - Based on the large number of handicapped (25 million in 1975 and 28 to 30 million by 1990), a "social technology" oriented society such as the United States will spawn a number of consumer, advocate, professional and special interest organizations in relation to the leisure needs and interests of the handicapped.
4. Coalition of Groups - A coalition of professional, voluntary health, private, consumer, special interest and advocate for leisure for handicapped groups will emerge in the interest of cooperation, coordination and promotion of leisure opportunity for handicapped. There will be broad cooperative efforts by recreator, physical educators, teachers, vocational rehabilitation counselors, sports for handicapped, voluntary health agencies, community education and colleges.
5. Legal Mandate - Equal opportunity in cultural (recreational, leisure, etc.) participation will be extended to ill and handicapped based on Section 504 of the Rehabilitation Act for Adults and the recreation dimensions of P.L. 94-142 for handicapped children and youth.
6. Public Policy and Administration - At the Federal and state levels, based on legislation and program development, it will be necessary to establish specific administrative units, bureaus, etc. for the implementation of leisure for handicapped programs.

7. Scientific Base - Based on research carried out in the 1980's, the scientific foundations will exist upon which to expand programs and service development. This research into the phenomena of the leisure experience on individuals who are handicapped and the effect of this leisure experience on personality, growth and development, character, health and disease, education, personal adjustment, social adjustment, community functioning and employment will influence the entire field of leisure.
8. New Models and New Methods - A wide range of new models for service delivery and program development will exist. For example, equal access (physical and social) will open up tens of thousands of programs and facilities. Recreation Centers for Handicapped, Parks for Handicapped and Playgrounds for Handicapped will be recognized as a new basic social institution. The Regional or County Association for Recreation for Handicapped will be recognized as a basic social agency serving dispersed or low population density areas. New methods of service will include leisure for handicapped: consumerism, advocacy, careers in leisure, leisure education, leisure guidance, leisure social-therapeutic groupings, etc. Consumer groups are organizing to provide leisure opportunities for handicapped that parallel leisure opportunities participated in by the general population. Cross country skiing for blind has attracted thousands of active blind participants. Sighted and non-sighted can participate in the same program using the same facilities and areas with comparable satisfactions and benefits. Miss Wheelchair America is a national program with many states conducting contests. Many new activities are being undertaken such as flying for paraplegics, horticulture as a hobby and vocation for mentally handicapped.
9. Employment of Handicapped in Leisure Occupations - The leisure services industry is a growing area in the American economy. While there has been limited response to the potential for handicapped employment in leisure services, vocational rehabilitation, special education and vocational education are giving increasing attention to training and placement of handicapped in leisure services. Concurrently, efforts are being undertaken to create a climate of acceptance of handicapped in both public and private leisure services. Employment of handicapped in leisure services will increase significantly.
10. Public Funding - Federal leadership and financial support is increasing; and, state and local resources and tax support will be increasing.

### III. The Status of Recreation and Leisure for Handicapped

Nationally, the handicapped population in America is estimated at 25 million. I estimate that five (5) per cent, 1.25 million, are receiving professional recreation and leisure services.

There is little doubt that the present status of leisure participation and performance of the handicapped falls below what the handicapped find desirable in terms of personal fulfillment and quality of life. This leisure performance falls below the level that the helping professionals want from a total rehabilitation point of view. And, given the facts, this level of participation falls below what the public wants.

What are the leisure problems that exist regarding handicapped? The following SUGGESTS some of the major problems encountered by large population groupings.

| <u>Type(s)</u> <sup>1</sup>  | <u>Number(s)</u>  | <u>Problem(s)</u>   |
|--|---|---|
| 1. One-in five for<br>Aged<br>Arthritic<br>Heart<br>All orthopedic aid users | 4,000,000<br>3,600,000<br>1,500,000<br>6,200,000<br><u>15,300,000</u> | Architectural barriers of all types limit these populations in the use of public, private and commercial leisure facilities, e.g., parks, recreation centers, museums, theaters, motels, bowling alleys, etc. Aged leisure time may total 13 hours a day. |
| 2. Blind (legally blind)<br>Deaf (major hearing loss)                        | 1,900,000<br>1,500,000<br><u>3,400,000</u>                            | Significant adaptations and modifications are needed to make public facilities and programs accessible and appropriate.   |
| 3. Visual Impairment<br>Hearing Loss   | 2,000,000<br>18,300,000<br><u>20,300,000</u>                          | Adaptations and modifications are needed; and, generally must be accomplished by the consumer. Thus, special training, aids, etc. are needed.   |
| 4. Deaf-Blind  | 5,000   | Full range of services needed, particular emphasis on eliminating social and attitudinal barriers to participation in leisure activities. Leisure time may range from 5 to 13 hours per day.  |

<sup>1</sup> Data compiled by the U.S. President's Committee on Employment of the Handicapped.

|  |                    |  |
|--|--------------------|--|
| 5. Mentally Retarded   | 6,000,000          | Full range of services needed, particular emphasis on eliminating social and attitudinal barriers to participation in leisure activities. Leisure time may range from 5 to 13 hours per day.   |
| Mentally Ill   | <u>2,276,000</u>   |  |
|  | <u>8,276,000</u>   |  |
| 6. Employed Handicapped  | 4,600,000          | To enjoy the same quality of leisure as his/her non-handicapped peer, special means are needed to overcome the problem of time required, special and extra costs, adaptations, barriers (physical and social), etc.  |
| 7. Unemployed Handicapped  | 1,945,000          | Enforced leisure and essentially non-fulfilling time can be as high as 13 hours per day indicating the need for leisure services such as leisure counseling, leisure placement, etc.   |
| 8. Institutionalized or acute care                                     | Not Known          | Largely dependent on professional leisure services for leisure opportunity, leisure education, etc. After treatment individual may have 12 hours of enforced leisure per day.  |
| 9. Disabled and annually receiving vocational rehabilitation services. | 325,000 to 350,000 | Wide range of leisure, leisure participation and professional leisure service needs in relation to rehabilitation (medical, vocational, educational, and social). Specific service needs include special leisure education (instruction in means of meeting one's individual needs, achieving individual goals and interests), leisure counseling (process |

paralleling vocational rehabilitation counseling including leisure settlement as a parallel to vocational settlement), professionally organized and delivered therapeutic recreation service designed to move the client from 'dependence in leisure function' (caused by illness, injury, etc.) to 'independence in leisure', etc.; and, to contribute to all phases of the rehabilitation process, i.e., medical, vocational, educational, and social.

10. Handicapped Children 8,000,000

Basic need for recreation opportunity and service; current estimate is that only five (5) per cent of the handicapped school age population receives community recreation service. Leisure time during week ranges from four to thirteen hours daily and is generally higher on weekends up to 13 hours each day. Basic need for full range of services, i.e. assessment of leisure functioning, therapeutic recreation service, recreation programs in schools and community and leisure education. Special services needed include leisure counseling and settlement, special facilities and services such as recreation centers for handicapped; need for mainstreaming oriented services through departments of parks and recreation, creative arts programs, museums, etc.; need for adapted programs provided through rehabilitation services, community services, voluntary health agencies, etc.

Notes

#### IV Problems, Issues and Needs in Leisure for Handicapped

##### Basic Problems

Many of the problems that are encountered in providing leisure opportunity and service to handicapped are shared with the other helping professions such as vocational rehabilitation, special education, social work, etc. (negative attitudes, physical and social barriers, etc.) However, it is generally agreed that the following are the primary obstacles or barriers to the initiation, improvement and expansion of recreation and leisure services for handicapped:

**Advocacy/Consumerism** - In the main, advocates and consumers have addressed other needs of handicapped such as medical care, employment, education, etc.

**Architectural Barriers** - Local, state and Federal recreational, park, cultural and entertainment facilities have been designed and built without consideration of the needs of handicapped. Over the last few years, the National Park Service has undertaken actions of one kind or another in many parks; but, the issue of accessibility to leisure facilities and areas is largely unaddressed at the state and local levels.

**Attitudes** - The handicapped too often encounter indifference, resistance or rejection by leisure service personnel (public and private), by peer participants and by the community and public at large.

**Consumers** - Lack of leisure philosophy, skills, special resources, motivation and confidence in terms of recreational, cultural, park and leisure participation.

**Economic** - There are added or special costs in obtaining or using adapted or modified facilities, equipment, materials, etc.; and, limited discretionary income with which to purchase recreation and leisure services, products, etc.

**Employment** - Very limited employment of handicapped in leisure service occupations, public, private or commercial.

**Locating and Involving Handicapped** - The 'handicapped-find' issue is the same in recreation as in vocational rehabilitation or special education but is compounded by very limited number of leisure workers available to locate and involve handicapped in programs and services. Many people who are handicapped have developed lifestyles which simply exclude participation in leisure programs (parks, museums, concert halls) because of barriers.

**Funds** - Federal recreation agencies make a point of stating that the program and service needs of special populations such as the handicapped are a local responsibility. This point was made in the Nationwide Outdoor Recreation Plan. Conversely, local and state agencies maintain that the costs of serving special populations

such as the handicapped are so high that they can not accept responsibility," the Federal government must assume this responsibility, they say. Historically, support for services for handicapped comes initially from the Federal level. However, once local communities become involved they do accept fiscal responsibility for providing leisure services for handicapped.

**Legislation** - There has been a lack of Federal and state level leadership in terms of introducing and passing legislation that would mandate leisure opportunity and services for handicapped as well as provide the professional and technical programs and services that must come from the Federal and state levels. Various Federal agencies serving the needs of handicapped have passed over the need to meet recreation and leisure needs.

**Public Agency Exclusion** - Leisure for handicapped is confronted with a 'priority dilemma'. Rehabilitation agencies traditionally have placed leisure service and leisure settlement of handicapped in a low priority. They suggest that community services handle the problem. However, community agencies such as parks and recreation departments take the position that people who are handicapped are the responsibility of rehabilitation, health or social agencies and give a low priority to programs and services for handicapped. Obviously, leisure opportunity and service for handicapped gets left out.

**Small Work Force** - The NRPA estimates that there are 20,000 people employed in therapeutic recreation service. Approximately 2,000 hold membership in the National Therapeutic Recreation Society and have participated in the voluntary national professional registration plan. This is a small work force nationally in terms of the number of handicapped in need of leisure opportunity and service.

#### New Field

While recreation has been a part of acute care and rehabilitation since the turn of the century, therapeutic recreation service is still a less recognized part of the overall rehabilitation process and program. In comparison with vocational rehabilitation or special education, the scientific and political bases of therapeutic recreation or professional leisure service for handicapped has not been firmly established. The scientific knowledge and insight that does exist is often not recognized by public health and rehabilitation services.

Further, America as a distinct society is still in the throes of coming to grips with the 'gift of leisure' and the affluence that our socio-economic system has produced. It is not unreasonable that many people - the public and professionals alike - have difficulties in dealing with the idea of leisure, leisure participation and leisure service for handicapped. While the newness of leisure and so on explains the dilemma that confronts us, these general issues in no way absolve rehabilitation of disabled advocates of their basic responsibility to overcome these barriers in the interests of personal fulfillment, equal opportunity for quality of life and mainstreaming for people who are handicapped.

It should also be noted that for many years therapeutic recreation service has been provided largely in institutional settings. However, in recent years institutionally based therapeutic recreation services are moving more and more into the community; and, many community park and recreation departments are providing recreation for handicapped or therapeutic recreation services.

Beyond the formal field of therapeutic recreation service and recreation for handicapped there is a vast diversity in development of programs and services that relate directly or indirectly to leisure opportunity and participation for handicapped. The diversity of these leisure programs and services will be suggested in a later section.

Notes

## V. Deficits Versus Benefits

Previously, I have suggested the deficits in personal fulfillment and quality of life that are imposed on people who are handicapped. Now, I would like to address the issue of the BENEFITS of LEISURE, LEISURE PARTICIPATION and LEISURE SERVICE.

The description of benefits that follows is not a discrete listing. There is overlap and many activities which essentially are vocational, educational or social may enhance leisure skills and performance just as leisure skills and performance may enhance vocational, social and educational achievement.

### I. Compensatory Benefits

- A. Provides means of overcoming or compensating the individual's limitations caused by disease, injury, or disability. Limitations may be physical, social or mental. Limitations may be compounded by low socio-economic status.
- B. Provides means of overcoming ~~public barriers~~ physical, social or attitudinal through special adaptations or compensations such as advocacy, transportation, communication, money, insurance and so on.

### II. Therapeutic Benefits

- A. Provides relief from the physical pain and mental anguish of disease, injury, treatment, hospitalization, isolation, and boredom.
- B. Provides means to or for social, emotional and personal acceptance and adjustment; provides stimulation; provides means of achieving independence and growth; and provides means to and for normalization.
- C. Provides health and physical benefits.

### III. Educational and Vocational Benefits

- A. Provides educational learning or educational (cognitive) gain.
- B. Provides pre-vocational learning and experience.
- C. Provides vocational and professional opportunities and placement in major occupational clusters.

### IV. Community-Settlement Benefits

- A. Provides a worthwhile and necessary balance to work and work-related activities (the leisure activities being "compensatory", "therapeutic", or "fulfilling").

B. Provides means for community participation, integration, normalization and mainstreaming.

**V. Personal and Political Fulfillment Benefits**

A. Provides personal fulfillment and self-actualization at the highest possible level through aesthetic, creative, expressive, physical, social and spiritual/humanistic activities.

B. Provides individual human and civil rights through the achievement of equitable opportunity and participation in the mainstream of life.

**VI. Benefits for Moderately and Severely Handicapped; For Partially, Marginally or Unemployed Handicapped**

A. Provides compensatory personal and political fulfillment.

(If employment and a professional career or vocational pursuit are limited or not possible, leisure becomes a or the primary means of pursuing personal fulfillment. The non-handicapped person achieves this sense of personal fulfillment through work and work-related social and community activities. Leisure pursuits must compensate for the handicapped person's loss of self-esteem caused by unemployment, marginal employment or employment below one's capacity.)

**VII. Cost Benefits**

A. Provides support for treatment or rehabilitation plan.

(The absence or lack of adequate leisure settlement of an ill or handicapped person, particularly the emotionally disturbed person, can cause problems, disruption, or failure in the social adjustment and rehabilitation plan. The cost of rehabilitation is thus increased; or, viewed differently, the investment in the person may be lost partially or totally for lack of attention to the individual's total needs including leisure, in and out of treatment, on and off the job.)

B. Provides means of reducing regression.

(The absence or lack of adequate leisure services and opportunities for institutionalized handicapped results in social, physical and mental regression. This regression increases the actual costs on a daily, monthly or annual basis involved in treatment, rehabilitation, training and so on as well as lengthening the total institutionalization time.)

C. Provides community settlement skills.

(The failure to provide institutionalized ill and disabled with

community leisure skills, opportunities and experiences results in higher costs when actual community settlement takes place. This cost may include the failure of the community placement and the consequent return to the treatment facility.)

D. Provides means of directly affecting quality of life of handicapped.

(The handicapped person's leisure life experience can be measured quantitatively and qualitatively; and, leisure education, leisure guidance, leisure placement and professional leisure service costs can be correlated with a high quality of leisure life as well as a moderate or a low quality of leisure life. Reasonable expectations of vocational potentials are made for individuals along with estimates of costs to achieve that potential when making decisions in a vocational rehabilitation plan. Similar reasonable expectations can be drawn for leisure potential and the relative costs in relation to successful versus unsuccessful community placement and quality of life.)

E. Provides an additional avenue for employment, leaving welfare rolls and becoming a taxpayer.

F. Provides stimulation and purposeful activity needed to maintain an active interest in one's surroundings, in one's health, in social relationships, in work and life which in turn is supportive to other maintenance, health and rehabilitation services, education or continuing education, and therapies.

Notes

22

29

## VI. Options in Program Development

In relating to the total concept of leisure opportunity and participation for handicapped, we are, obviously, dealing with a very large population composed of the full spectrum of ages, diseases and disabilities and levels of functioning.

Leisure, by its very nature, evokes diversity based on the choices of the participants. If there is no choice, then the experience is not a leisure experience. However, there is consistency in the organization and delivery of leisure service to, for and with the person who is handicapped. The new thrust in therapeutic recreation service and recreation for the handicapped is the provision of services in the community - community based recreation for the handicapped. The following is a general classification of these community based programs.

### I. Leisure Consumer Models

Programs such as the Indoor Sports Clubs, Miss America-Deaf, Miss Wheelchair America, Disabled in Action, Wheelchair Athletic Association, and so on, are organized and operated primarily by the handicapped themselves.

### II. Consumer Leisure Competency Models

- Leisure Education-general
- Leisure Education at various levels--pre-school, elementary, junior high, high school, community college, university
- Leisure settlement (guidance and/or counseling)
- Leisure careers

### III. Leisure for Handicapped Advocacy Models

- Consumer groups
- Advocacy groups such as the Santa Clara County Association on Recreation Service for Handicapped

### IV. Special Recreation Service Models

- Recreation Center for the Handicapped, San Francisco
- Park for Handicapped, West Virginia
- Regional Associations for Handicapped, Chicago
- Playgrounds for Handicapped
- Sports Centers/Resorts for Handicapped

### V. Commercial Recreation for Handicapped Models

- Transportation, e.g., the Greyhound Service
- Travel--various travel agencies serving handicapped
- Equipment--North American Convertible, Inc.

### VI. Community Service Models

- Boys Scouts of America, Scouting for Handicapped Program
- YMCA, e.g., Project Aquatics Mainstreaming

--Private facilities--theaters and clubs

--Private groups such as auto clubs, Girl Scouts, 4-H, Camp Fire Girls, Chamber of Commerce, League of Women Voters, Parent-Teachers Association political parties, Toastmasters, etc.

### VII. Creative and Performing Arts Models

--Combined Cultural Festival

--Cultural festivals for handicapped groups

--National Committee-Arts for the Handicapped

--SARA Center--Special Arts and Recreation Activities Center, Great Neck, NY

--Music, dance, and drama (Theater of the Deaf)

### VIII. Educational Models

--Pre-school, such as Maryland National Capitol Parks Project; day care

--Elementary and secondary

--Community colleges and colleges and universities

--Vocational and continuing education, adult education

### IX. Park and Recreation Department Models

--Municipal programs

--State programs

--National parks and forests

--Urban and rural areas

--Special programs such as Recreation for Deaf-Blind Program, San Jose, Calif.

### X. Rehabilitation, Health, Social and Welfare Models

All state or federal funding available is to achieve specific goals for aging with impairments, blind, deaf, deaf-blind, developmental disabilities, drug abuse, handicapped children and youth, mentally ill, physically handicapped, disabled social security clients, sheltered workshop employees, etc.

### XI. Support Services Models

--National agencies such as National Recreation and Park Association; American Alliance for Health, Physical Education and Recreation; National Consortium on Physical Education and Recreation for Handicapped

--Federal agencies such as the Bureau of Education for Handicapped, Vocational Rehabilitation Administration, (sub)Committee on Recreation and Leisure of the U.S. President's Committee on Employment for the Handicapped, etc.

--Professional/technical services such as TRIC, IRUC, etc.

--State agencies such as Cooperative Extension Service in Therapeutic Recreation, State Commission on Aging Consultant on Recreation

--State training such as the BEH-supported New Jersey Comprehensive In-service Training Program for Community Recreation for Handicapped

### XII. Voluntary Health Agency Models

--Agencies serving arthritis, birth defects, blind, cancer, cerebral palsy, cystic fibrosis, deaf, deaf-blind, epilepsy, facially disfigured, heart, ill and disabled, muscular dystrophy, muscular sclerosis, mentally ill, mentally retarded, physically handicapped

While these programs and services are diverse in participants, professional and lay personnel involved, funding, setting, activities, etc., current study and research on the organization and delivery of recreational, park, cultural and leisure service to, for and with the handicapped in the community has provided the following general framework for analyzing and describing these programs.

#### Rationale

Philosophy  
Advocacy  
Consumerism

#### Program

##### Goals

##### Activities

|                           |  |
|---------------------------|--|
| Aquatics                  | Leisure Education                        |
| Arts-Graphics             | Leisure Settlement (Counseling/Guidance) |
| Career Education/Guidance | Leisure Skills Education                 |
| Crafts                    | Mental/Literary                          |
| Cultural/Ethnic           | Music                                    |
| Collecting and Hobbies    | Outdoor Recreation/Education             |
| Dance                     | Social Organization                      |
| Drama                     | Special Events                           |
| Educational Activities    | Sports-Individual Competitive            |
| Entertainment             | Sports-Individual Non-Competitive        |
| Fitness                   | Sports-Team, Competitive                 |
| Games                     | Tourism and Travel                       |
| Leisure Careers Guidance  |  |
| Leisure Careers Training  | Voluntary Service                        |

Administration

Organization  
Sources of Funding  
Fiscal Management  
Personnel  
In-Service Training  
Inter-Agency Cooperation  
Public Information

Areas and Facilities

Special Considerations/Problems

Medical  
Safety/Health  
Insurance  
Transportation  
Accessibility  
Attitudes

## VII. The National Effort

This section is presented in two parts. First, A Brief Chronology of National Activities in Recreation for Handicapped Children. Second, a description of Activities in Support of Recreation in P.L. 94-142, 1976-1977. These will serve to orient readers on the development of recreation as a related service in Public Law 94-142.

### A Brief Chronology, 1967-1977

1967

Passed: Title V, Training of Physical Education and Recreation Personnel for Mentally Retarded, Mental Retardation Amendments to Public Law 90-170.

(This legislation provided personnel preparation, research, demonstration, an advisory committee and administration. From \$600,000 in its first year of operation, the B.E.H. Physical Education and Recreation Program has grown to a total of \$2.75 million per year by 1977.)

1968

B.E.H. Sponsored National Conference on Physical Education and Recreation for Handicapped Curriculum Conference.

1969

B.E.H. Sponsored National Conference on Research and Demonstration in Physical Education and Recreation for Handicapped Children.

1970

Formation of B.E.H. Advisory Committee on Physical Education and Recreation for Handicapped Children.

1971-72

General Development and Implementation of the B.E.H. Physical Education and Recreation Program in Personnel Preparation, Research and Special Projects.

1973

Formation of the National ad Hoc Committee on Physical Education and Recreation for Handicapped Children.

1974

National Professional Conferences on Physical Education and Recreation for Handicapped Children Curriculum, Program Development and Evaluation conducted by the National Ad Hoc Committee.

1975

Incorporation of the National Consortium on Physical Education and Recreation for the Handicapped.

Inclusion of recreation in Senate and House Committee Reports on the Education of All Handicapped Act, 1975.

Testimony on recreation for handicapped presented before the U.S. Senate Subcommittee on the Handicapped.

1976

Testimony on recreation for handicapped presented before U.S. Senate Subcommittee on the Handicapped.

B.E.H. National Advisory Committee on the Handicapped Devotes Meeting to Physical Education, Recreation and Leisure Receiving Position Papers on Physical Education, Recreation and Leisure.

1977

Inclusion of recreation as a related service in the Rules and Regulations for Public Law 94-142.

Testimony on recreation for handicapped presented before the U.S. Senate Subcommittee on the Handicapped and

before the House Select Committee on Education.

200 letters and statements by recreation for handicapped advocates submitted to B.E.H. Public Hearings on P.L. 94-142.

Since the program's inception in 1967, 1,200 have received direct support and 300 are currently receiving pre-service support. This is a total of 1,500 students that have or are receiving support. Some 15,000 in-service professionals have received in-service training. At the present time, 10 research projects are being supported, four in recreation, four in physical education and two in the arts.

#### Activities in Support of Recreation in P.L. 94-142, 1976-1977

The chronology that follows covers high points of the process that has gone on over the last year in developing recommendations on the recreation aspects of Public Law 94-142. I have not cited specific liaison, for example, the early visits with Mr. Tom Irvin by Dr. Leon Johnson as 1975-76 National Consortium President and Mr. David J. Szymanski as National Consortium Legislative Committee Chairman; nor have I cited every position paper, statement or testimony. Briefly, I have tried to sketch the highlights of activity. Anyone wishing to research this matter further should contact me or Mr. Barry Tindall of the National Recreation and Park Association (NRPA).

#### Major Step Forward

In terms of national leadership, the American Recreation for Handicapped movement has just experienced its finest hour. During the last six months over 100 1976-77 elected recreation national officers and state leaders, representing some 85,000 professional local workers have been involved in formulating a "national position statement on recreation for handicapped children as a related service in Public Law 94-142." I will quickly note that there are two basic statements - one by the National Consortium and one by NRPA - but the statements are wholly compatible and they are based on the same basic principles and goals.

The consensus that developed came from a thorough study of the issues and problems and an open democratic study of the alternatives. It is indeed exciting that the following organizations are involved and fully supportive:

- \* National Therapeutic Recreation Society of NRRA
- \* American Park and Recreation Society of NRPA
- \* National Forum of NRPA
- \* Council of State Presidents of NRPA
- \* American Association for Leisure and Recreation of AAHPER
- \* National Consortium on Physical Education and Recreation for Handicapped

I wish to note here also that none of these organizations represent institutions that are primarily or wholly involved with handicapped children or special education. For each one of the people involved and each one of their institutions or agencies, supporting the goals of P.L. 94-142 means reaching out, means extending "me and my agency" in the interests of handicapped children. The fact that all these agencies have "signed on" was not really planned. There was no previous precedent for this type of broad involvement and support. It happened! And it is very gratifying that it happened. And it means that millions of hours of leisure fulfillment are just around the corner for America's handicapped children.

I do not want to be presumptive in speaking for all my recreation colleagues, but I believe I am not out of line in reflecting that, recreation is organized, recreation is committed, recreation is ready to move forward with P.L. 94-142.

The current state of readiness is a milestone. I would reflect that when various vocational rehabilitation acts have been passed, we have not been ready. When aging legislation and health care legislation have been passed we have not been ready. When mental health and law enforcement legislation have been passed we have not been ready. But recreation is ready now to help handicapped children.

We are ready for a number of reasons. Therapeutic recreation service as a professional specialization has developed. The community recreation and park administrator/supervisor has taken the position that he/she wants to help. And special education and the Bureau of Education for the Handicapped have wanted recreation to develop and to be involved. The BEH has invested some \$9 million dollars in recreation for handicapped training, research and special projects. Without this support, recreation for handicapped children would not be ready.

#### What Has Happened

Review of the steps leading to the formulation of rules for Public Law 94-142 will be helpful at this point. Functionally, the steps have been: 1) passage of legislation, 2) convening of a writing team to draft the rules, 3) public hearings on the rules where the public, the professions and agencies gave opinion on the draft rules, 4) preparation of final rules by HEW and BEH staff, and 5) implementation of the rules and regulations.

Regarding step one, the passage of legislation, over the last 10 years there has been increasing interest and support for recreation for handicapped. First, it was Senator Kennedy who introduced legislation that provided physical education and recreation for handicapped children. Successive testimony by physical educators and recreation workers resulted in the Senate's and House's overt recognition of recreation for handicapped. Through the leadership of Mrs. Eunice Kennedy Shriver and the Kennedy Foundation, Public Law 94-142 calls

for the provision of physical education and mandates recreation as a related service. This is a great advance for recreation. Finally, recreation can anticipate increased attention based on the direct interest in recreation for the handicapped of Senator Jennings Randolph, Senator Robert Stafford, Senator Harrison Williams and Senator Orrin Hatch as well as Senator John C. Culver.

For step two, over 100 professionals working in all aspects of special education were called into Washington, D.C. by the Bureau of Education for the Handicapped to advise on the draft formulation of the Rules for Public Law 94-142. Physical Education and Recreation were represented by Dr. David Auxter, Dr. William Chasey and Dr. Fred Humphrey.

Public hearings, step three, were held during February in Washington, D.C., Boston, Chicago, Denver, San Francisco and Atlanta. These were open to the public and a number of representatives of recreation testified.

In phase four, the testimony was studied by HEW lawyers, OMB accountants, special education agency administrators and teachers and the Bureau of Education for Handicapped professional staff.

In step five, implementation, it should be stated recreation as a related service is not and will not be a line item in a funding formula for state allocations. Funds for recreation personnel, programs and services will come out of state education agency and local education agency budgets. This is a wholly acceptable resolution for recreation at the present time. However, there are important features of the rules that can facilitate or cause barriers to recreation service delivery.

It was critically important that recreation be defined properly and formally and this happened. Recreation and leisure are part of the individualized educational assessment and program planning process. Now, to achieve our recreation for handicapped mission with and for handicapped children, therapeutic recreation service and general park and recreation personnel in each state must explain recreation in every state and at every level. They must work with individual teachers, parents and handicapped students until everyone concerned understands our mission. Granted, state education agencies and local education agencies already have gargantuan problems in dealing with the main body of the legislation and the rules that will accompany the legislation. For example, unless states carry out appropriate planning and other required functions, they stand to lose part or all of their Federal funding for special education.

A review of the proposed Rules for Public Law 94-142 and the recommended revisions submitted by the National Recreation and Park Association, the American Association for Leisure and Recreation and the National Consortium clearly show the major concerns that resulted from study by these organizations. The major points that the recommendations addressed themselves to were the following:

- \* The need for a bonified definition of recreation as a related service such as "recreation as a related service includes professional assessment of leisure function, therapeutic recreation service, recreation programs in school and community agencies, and leisure education."

- \* The need to make assessment of leisure functioning a fundamental part of the 'individualized educational assessment and program' provided for each handicapped child.
- \* The need to recognize and include professionally prepared and registered therapeutic recreation service personnel and professional programs and services in the total scheme of 'defined deliverables.'

It should be noted that these recommendations are recognized and realized fully within the Final Rules and Regulations that were adopted by the U.S. Department of Health, Education and Welfare and published August 23, 1977.

#### What is Happening and Will Happen

National leadership did all it could in the formulation of rules and regulations for Public Law 94-142. The critical functions now move to the states and the state therapeutic recreation sections of the state park and recreation organizations. Therapeutic recreation specialists and professional TR sections in some states have been working actively with state special education agencies in planning for the implementation of P.L. 94-142.

The current stage of development places responsibility for coordination, program development and so on squarely on the shoulders of therapeutic recreation service personnel and local schools, local park and recreation departments and local agencies.

This section provides national, state and local recreation workers with a general summation of the recreation effort regarding P.L. 94-142.

The intended end result of preparing a "National Model" is to respond to the leisure needs of handicapped children. Recreation professionals must do their best to advocate recreation through initiative, innovation and ingenuity. However, we will need the cooperation and assistance of special education administration and teachers at the national, state and local levels. Neither special education nor recreation will knowingly stand by while handicapped children are "programmed" for an adulthood of exclusion from leisure fulfillment, a lifetime of non-citizenship. We all must work together.

## Chronology of Recreation Activities re P.L. 94-142

I believe that it is helpful to review the chronology of meetings and activities in seeing the consensus and strength of the consensus that has evolved in recreation.

### 1976

March Dr. John A. Nesbitt and Mr. Billy Kilmer testified on recreation at Senate Subcommittee on the Handicapped Oversight Hearings on the Rehabilitation Act of 1973.

April National Consortium on Physical Education and Recreation for the Handicapped formed, a work group on Public Law 94-142 to study the formulation of rules and regulations regarding physical education and recreation under Dr. Leon Johnson and Dr. William Chasey.

May The BEH National Advisory Committee for the Handicapped devoted a full meeting to physical education and recreation receiving basic position papers on physical education by Dr. Julien Stein, on recreation by Dr. Nesbitt and on leisure education by Dr. Donald Hawkins.

A statement on Leisure Assessment and Planning as a basic function of Public law 94-142 was presented by Dr. Nesbitt before the BEH National Advisory Committee for the Handicapped.

June General information was submitted by Dr. Nesbitt, President of the National Consortium to the Bureau of Education for the Handicapped prior to the convening of the BEH 94-142 Rules Writing Team. Physical Education and Recreation were represented on the Writing Team by Dr. David Auxter, Dr. William Chasey and Dr. Fred Humphrey.

Reacting to the draft proposed Rules for P.L. 94-142, Dr. Joe Teaff submitted a professional definition and procedural guidelines for the delivery of 'recreation' as a 'related service.' Dr. Carol Peterson developed a general position paper which was published and presented during the late summer and fall.

July A national work group was convened to review the proposed Rules for P.L. 94-142 that related to recreation as a related service and the leisure assessment and plan procedure previously written by Dr. Nesbitt as well as the proposed definition and procedure written by Dr. Teaff. The work group included: Dr. Joe Teaff, Ms. Beth Barney, Ms. Karen Boulos, Ms. Colleen Dowell, Dr. Mel Evans, Mr. Jerry Kelley, Dr. Robert Overs, Mrs. Janet Pomeroy, and Ms. Barbara Sternfeld. A statement was drawn up and forwarded to the Bureau of Education for the Handicapped as well as being distributed to organizations such as the NTRS, NRPA, AALR, etc.

September A work group was convened in Washington, D.C. consisting of Dr. David M. Compton, Mr. Jerry Kelley, Mr. David Park and Dr. William Chasey. The group reacted further to the proposed Rules for 94-142 and proposed basic alternative definitions. Subsequently, Dr. Nesbitt met with Dr. Chasey reviewing these draft statements and writing additional definitions and guidelines.

At the annual meeting of the National Consortium, committees were formed to develop position statements on physical education (chaired by Dr. Lane Goodwin) and recreation (chaired by Dr. Joe Teaff) in relation to P.L. 94-142. A general meeting was held to discuss recreation definitions, procedures and functions contained in the proposed Rules.

October      In conjunction with the Annual Congress of the National Recreation and Park Association the following took place:

1. The Council of State Presidents received and acted favorably on a resolution submitted by the New Jersey Park and Recreation Association. The Resolution called for direct National Recreation and Park Association interest in and involvement in the development of recommendations regarding the definition and procedures for recreation as a related service in P.L. 94-142.
2. A joint committee was formed to study definitions and procedures regarding recreation in P.L. 94-142. The joint committee was made up of representatives of the National Consortium (Dr. Joe Teaff), the Council of State Presidents (Mrs. Jackie Stanley) and the N.T.R.S. (Dr. Carol Peterson). There followed in successive months extensive exchange among the three organizations, communication being coordinated by Mr. Barry Tindall of NRPA in Washington, D.C.

December      A special task force with representatives of key organizations and groups was convened by Mr. David Park and Dr. Fred Humphrey and a general statement was prepared on recreation as part of P.L. 94-142. Participants included Dr. William Chasey, Mr. Barry Tindall, Dr. Julien Stein and Ms. Yvonne Washington.

1977

January      A final recreation work group meeting was held in Washington, D.C. with the following in attendance: Dr. Nesbitt, Mr. David Park, Mr. Jerry Kelley, Dr. Julien Stein and Mr. Paul Hippolitus. Near final agreement was reached on model recreation regulations for 94-142. This was followed by continued exchange and communication within the Joint Committee through efforts of Mr. Barry Tindall.

February      At the first public hearing on February 3, 1977, Dr. Nesbitt presented the National Consortium position statement in the form of testimony. Testimony was given by Mr. Barry Tindall of the National Recreation and Park Association which paralleled that given by Dr. Nesbitt. Testimony on physical education was presented by Dr. Chasey, Dr. David Auxter and Dr. Julien Stein.

In mid-February, the NRPA's National Therapeutic Recreation Society, National Forum, and American Park and Recreation Society reviewed all activity to date including review of Dr. Nesbitt's February 3 testimony and formally adopted similar statements which in turn were forwarded to the BEH.

Dr. Richard Kirchner, President of the American Association for Leisure and Recreation, submitted a letter to BEH in which he made recommendations paralleling the National Consortium and the NRPA proposals.

During the month of February, various recreation spokespersons such as Dr. Jay Shivers, Mr. David J. Szymanski and Dr. Carol Peterson gave testimony at Public Hearings conducted by the Bureau of Education for the Handicapped.

March

In March, more than 200 national, state and local recreation officials wrote formal letters to the Bureau of Education for the Handicapped, endorsing and supporting the provision of recreation for handicapped children as a related service in Public Law 94-142.

Dr. Nesbitt testified before the Senate Sub-committee on the Handicapped on Funding for Recreation in P.L. 94-142. This was a follow-up on the year's work and the previous year's testimony.

The National Recreation and Park Association and the National Consortium requested a final interview prior to the issuance of final Rules for 94-142 with representatives of the Bureau of Education for the Handicapped for the purposes of: 1) summarizing and interpreting the broad range of recreation endorsement, involvement and support; 2) answering questions, interpreting statements, reconciling conflicts, etc., that arise from the Bureau's efforts to react and respond to a literally voluminous input of recreation letters, statements, memoranda and reports; and 3) offering further assistance as needed.

July

During the Annual Business Meeting of the National Consortium on Physical Education and Recreation for the Handicapped a work group met to react to information that had been received on the status of recreation in the final rules and regulations and communicated directly with the Bureau of Education for the Handicapped. The work group consisted of Mrs. Sidney Post, Ms. Pat Cegelka, Ms. Elizabeth M. Farley, Dr. Clifford T. Seymour, Dr. Ron Mendell, Dr. Fred W. Martin and Dr. Dennis Vinton.

#### References

Official Statement of the National Recreation and Park Association on Public Law 94-142 (National Forum, N.T.R.S. and A.P.R.S.) available from Mr. Barry Tindall, National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 22209.

Official Testimony (position statement) of the National Consortium on Physical Education and Recreation for the Handicapped, February 3, 1977 - available from Dr. John A. Nesbitt, President, NCPERH, Recreation Education Program, University of Iowa, Iowa City, Iowa 52242.

Education of Handicapped and Incentive Grants Program, Assistance to States, Federal Register, Thursday, December 30, 1976, Part IV, Department of Health, Education and Welfare, Office of Education - available from Dr. Edwin Martin, Deputy Commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C., 20202.

## VIII. An Interpretation of the Rules and Regulations

### State and Local Responsibility

The fundamental responsibility for the development of recreation and leisure services and programs for the nation's eight million and more handicapped children lies with professional recreation practitioners at the state and local levels. Professional recreation practitioners must exercise initiative in the development of programs and services.

### "Comments"

Readers will note that the Rules and Regulations respond directly to letters and testimony provided by recreation professionals and people writing about recreation. This response will be found in the discussion of various "comments." Further, each of the 200 people who presented recreation testimony or who wrote letters about recreation to the Bureau of Education for the Handicapped automatically was sent a copy of the Rules and Regulations.

Anyone wishing copies of the Rules and Regulations may write to the Bureau of Education for the Handicapped, in care of Dr. Daniel Ringleheim, Mr. Tom Irwin, or Ms. Nancy Treusch. (See the first page of reprint of the Rules and Regulations for the full address.)

## The Rules and Regulations

First and foremost, there is no alternative to each individual practitioner personally analyzing the Rules and Regulations for the Public Law and determining the potential and procedure that should be followed in his or her state and local community.

What follows is the reprinting of the table of contents for the Rules and Regulations and the reprinting of particular paragraphs which address the comments made by the National Recreation and Park Association and the National Consortium on Physical Education and Recreation for the Handicapped.

In the Rules and Regulations, readers will find that the term "comments" is used to describe position statements, letters, testimony at hearings and so on. Readers will also note the inclusion of sections dealing with physical education and the arts.

In the table of contents, readers will see the notation "+" which denotes each section that uses the term related service. Related service by definition includes recreation. Thus, the Rules and Regulations must be read in their entirety.

States vary in the degree to which they are currently able to pursue the goals of Public Law 94-142, the Education of the Handicapped Act for 1975. And, there is great variance in each state in the degree to which individual therapeutic recreation practitioners and professional bodies are able to respond at the local and state level.

What has been achieved at the national level with and through the support of the Congress of the United States and the U.S. Bureau of Education for the Handicapped is the establishment of a legally mandated framework for the delivery of professional recreation service and programs.

The means have been established in law and through Federal rules and regulations to deliver recreation and leisure programs and services to the nation's eight million and more handicapped children.

The organized recreation for handicapped movement in the United States was born in 1906 as an integral part of the formation of the American Playground Association. The inclusion of recreation in the Rules and Regulations for the Education of the Handicapped Act is one of the most important advances since 1906.

Recreation opportunity for people who are handicapped, particularly handicapped children, has a new horizon.

### Recreation's Priority

Where does recreation fit within the Rules and Regulations for Public Law 94-142? First, the State Education Agencies and the Local Education Agencies have a number of Federal requirements they must meet and procedures that they must perform. For example, states must respond to the absolute priority of providing for the educational needs of handicapped children who are not served or who are underserved. Each state is at a different level of fulfillment of compliance with requirements. But, when absolute requirements are met and funds are available, states will be in a position to enhance services provided to handicapped children by providing recreation and leisure programs and services.

How do recreation and physical education compare in the Rules and Regulations?

The Rules and Regulations require that physical education be provided. Recreation, as a related service, is required when an assessment of leisure function so indicates and as possible and feasible through the provision of funds and services. The basis for providing related services such as physical therapy or recreation is that they help the child benefit from the special education placement. If funds are not available then recreation services can not be provided. If professionally registered therapeutic recreation personnel are not available then recreation services can not be provided.

The Rules and Regulations call for the availability of physical education for handicapped children. If possible, the handicapped child should be placed in a regular physical education class. If it is not possible to place this child in a regular physical education class, then a special or adapted physical education class or opportunity should be provided unless the child's participation is disallowed based on the physician's evaluation.

The type and amount of physical education required for the handicapped student will be based on the respective state's laws and/or codes. Whatever the state laws and/or codes require for non-handicapped, that same requirement must be met for the handicapped child except for reasons such as disallowal by a physician.

### The State Level Response

At the state level, important new responsibilities must be met in ascertaining level and status of recreation personnel, facilities and services available to meet the needs of the state's perspective percentage of the nation's eight million handicapped children, the quantity and character of the recreation personnel, facilities and services needed to meet the unmet needs of the state's recreationally unserved and underserved. Further, extensive statewide in-service training, program development, support and indirect services in recreation are needed in support of local efforts.

The state professional park and recreation associations and their respective therapeutic sections can play a part but by no means can they

or should they do the whole job. It will be necessary for the following to become involved and lend their resources: faculties of state colleges and universities, the staffs of state conservation and resources departments, and the state extension service staffs. These and other state services have an important role to perform over the next five years in the development of therapeutic recreation service for handicapped children.

#### The Law and Regulations Preparation

The enactment of the Education for the Handicapped Act of 1975, Public Law 94-142, is a profound social advance in terms of philosophy, methodology, service delivery, and funding. The law and its implementation are a major advance in the human and civil rights of all people: State Agency and Local Agency Service bureaucracy must respond to human needs. Professional practice must be responsive to individual handicapped children and their parents. The Federal government will see that the unserved and underserved are served equitably. The United States of America has taken a momentous step forward.

The Bureau of Education for the Handicapped, under the direction of Dr. Edwin Martin, is charged with implementation of Public Law 94-142 and has completed the process of preparing the Rules and Regulations.

The preparation of the Rules and Regulations was an arduous task. It started with 100 consultants meeting in Washington, D.C. to prepare draft rules and regulations. Then, public opinion was obtained through 1,600 statements or letters including verbal testimony at Public Hearings in Washington, D.C., Denver, San Francisco, Chicago, Boston and Atlanta. These were received and analyzed. The final draft of the Rules and Regulations was reviewed by some 40 Federal offices.

The Rules and Regulations as they stand are a superb result. Dr. Martin and the BEH Aid to States Branch Staff, Dr. Daniel Ringleheim, Mr. Tom Irvin, and Ms. Nancy Treusch and many BEH Staff members are to be commended. The Bureau was equal to the challenge and opportunity of preparing the Rules and Regulations.

## Title 45—Public Welfare

## CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

## EDUCATION OF HANDICAPPED CHILDREN

## Implementation of Part B of the Education of the Handicapped Act

AGENCY: U.S. Office of Education, HEW.

ACTION: Final regulation.

**SUMMARY:** These regulations implement amendments to Part B of the Education of the Handicapped Act (as required by the Education for All Handicapped Children Act of 1975) by: (1) amending the existing regulations governing assistance to States for education of handicapped children, (2) adding a new part on incentive grants programs for handicapped children aged three through five, and (3) making certain conforming amendments to the general provisions for State-administered programs.

These regulations govern the provision of formula grant funds to State and local educational agencies to assist them in the education of handicapped children.

The regulations include provisions which are designed (1) to assure that all handicapped children have available to them a free appropriate public education; (2) to assure that the rights of handicapped children and their parents are protected; (3) to assist States and localities to provide for the education of handicapped children; and (4) to assess and assure the effectiveness of efforts to educate such children.

These regulations also include the final rules for counting and reporting handicapped children. (The child count rules were published in proposed form on September 8, 1976, and were incorporated into the December 30 proposed regulations for the convenience of the reader.)

EFFECTIVE DATE: October 1, 1977.

## FOR FURTHER INFORMATION CONTACT:

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or

Thomas B. Irvin, Policy Officer, Bureau of Education for the Handicapped, 400 Maryland Ave. SW, (room 4926 Donohoe Building), Washington, D.C. 20202, telephone: 202-245-9405.

## PART 121a—ASSISTANCE TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN

## Subpart A—General

## PURPOSE, APPLICABILITY, AND GENERAL PROVISIONS REGULATIONS

Sec

- + 121a.1 Purpose.
- + 121a.2 Applicability to State, local, and private agencies.
- + 121a.3 General provisions regulations

## DEFINITIONS

- + 121a.4 Free appropriate public education.
- 121a.5 Handicapped children.
- 121a.6 Include.
- 121a.7 Intermediate educational unit.
- 121a.8 Local educational agency.
- 121a.9 Native language.
- 121a.10 Parent.
- 121a.11 Public agency.
- + 121a.12 Qualified.
- + 121a.13 Related services.
- + 121a.14 Special education.
- 121a.15 State.

## Subpart B—State Annual Program Plans and Local Applications

## ANNUAL PROGRAM PLANS—GENERAL

- 121a.110 Condition of assistance.
- 121a.111 Contents of plan.
- 121a.112 Certification by the State educational agency and attorney general.
- 121a.113 Approval; disapproval.
- 121a.114 Effective period of annual program plan.

## ANNUAL PROGRAM PLANS—CONTENTS

- 121a.120 Public participation.
- 121a.121 Right to a free appropriate public education.
- 121a.122 Timelines and ages for free appropriate public education.
- + 121a.123 Full educational opportunity goal.
- + 121a.124 Full educational opportunity goal—data requirement.
- 121a.125 Full educational opportunity goal—timetable.
- + 121a.126 Full educational opportunity goal—facilities, personnel, and services.
- 121a.127 Priorities.
- + 121a.128 Identification, location, and evaluation of handicapped children.
- 121a.129 Confidentiality of personally identifiable information.
- + 121a.130 Individualized education programs.
- 121a.131 Procedural safeguards.
- 121a.132 Least restrictive environment.
- 121a.133 Protection in evaluation—procedures.
- 121a.134 Responsibility of State educational agency for all educational programs.
- 121a.135 Monitoring procedures.
- 121a.136 Implementation procedures—State educational agency.
- 121a.137 Procedures for consultation.
- 121a.138 Other Federal programs.
- 121a.139 Comprehensive system of personnel development.
- 121a.140 Private schools.
- 121a.141 Recovery of funds for misclassified children.
- 121a.142 Control of funds and property.
- 121a.143 Records.

- 121a.144 Hearing on application.
- 121a.145 Prohibition of commuting.
- 121a.146 Annual evaluation.
- 121a.147 State advisory panel.
- 121a.148 Policies and procedures for use of Part B funds.

- 121a.149 Description of use of Part B funds.
- 121a.150 Nondiscrimination and employment of handicapped individuals.
- 121a.151 Additional information if the State educational agency provides direct services.

## LOCAL EDUCATIONAL AGENCY APPLICATIONS—GENERAL

- 121a.180 Submission of application.
- 121a.181 Responsibilities of State educational agency.
- + 121a.182 The excess cost requirement.
- 121a.183 Meeting the excess cost requirement.
- 121a.184 Excess costs—computation of minimum amounts.
- 121a.185 Computation of excess costs—consolidated application.
- 121a.186 Excess costs—limitation on use of Part B funds.
- 121a.190 Consolidated applications.
- 121a.191 Payments under consolidated applications.
- + 121a.192 State regulation of consolidated applications.
- 121a.193 State educational agency approval; disapproval.
- 121a.194 Withholding.

## LOCAL EDUCATIONAL AGENCY APPLICATIONS—CONTENTS

- + 121a.220 Child identification.
- 121a.221 Confidentiality of personally identifiable information.
- 121a.222 Full educational opportunity goal; timetable.
- 121a.223 Facilities, personnel, and services.
- 121a.224 Personnel development.
- 121a.225 Priorities.
- 121a.226 Parent involvement.
- 121a.227 Participation in regular education programs.
- 121a.228 Public control of funds.
- 121a.229 Excess cost.
- 121a.230 Nonsupplanting.
- 121a.231 Comparable services.
- 121a.232 Information—reports.
- 121a.233 Records.
- 121a.234 Public participation.
- + 121a.235 Individualized education program.
- 121a.236 Local policies consistent with statute.
- 121a.237 Procedural safeguards.
- 121a.238 Use of Part B funds.
- 121a.239 Nondiscrimination and employment of handicapped individuals.
- 121a.240 Other requirements.

## APPLICATION FROM SECRETARY OF INTERIOR

- 121a.260 Submission of annual application; approval.
- 121a.261 Public participation.
- 121a.262 Use of Part B funds.
- 121a.263 Applicable regulations.

## PUBLIC PARTICIPATION

- 121a.280 Public hearings before adopting an annual program plan.
- 121a.281 Notice.
- 121a.282 Opportunity to participate; comment period.

\* Section deals with "related service".

## RULES AND REGULATIONS

42-177

|   |   |            |  |            |  |  |  |
|---|---|------------|--|------------|--|--|--|
| 121a.283  | Review of public comments before adopting plan.                               | + 121a.451 | State educational agency responsibility.                               | 121a.589   | Waiver of requirement regarding supplementing and supplanting with Part B funds.         |  |  |
| 121a.284  | Publication and availability of approved plan.                                | + 121a.452 | Local educational agency responsibility.                               | 121a.590   | Withholding payments.  |  |  |
| <b>Subpart C—Services</b>   |   |            |  |            |  |  |  |
| <b>FREE APPROPRIATE PUBLIC EDUCATION</b>  |   |            |  |            |  |  |  |
| + 121a.300  | Timeliness for free appropriate public education.                             | + 121a.453 | Determination of needs, number of children, and types of services.     | 121a.591   | Relinstating payments.   |  |  |
| 121a.301  | Free appropriate public education—methods and payments.                       | 121a.454   | Service arrangements.  | 121a.592   | Public notice by State and local educational agencies.                                   |  |  |
| + 121a.302  | Residential placement.  | 121a.455   | Differences in services to private school handicapped children.        | 121a.593   | Judicial review of Commissioner's final action on annual program plan.                   |  |  |
| 121a.303  | Proper functioning of hearing aids.   | 121a.456   | Personnel.   |            |  |  |  |
| + 121a.304  | Full educational opportunity goal.  | 121a.457   | Equipment.   |            |  |  |  |
| 121a.305  | Program options.  | 121a.458   | Prohibition of segregation.  |            |  |  |  |
| + 121a.306  | Nonacademic services.   | 121a.459   | Funds and property not to benefit private school.                      |            |  |  |  |
| + 121a.307  | Physical education.   | 121a.460   | Existing level of instruction.   |            |  |  |  |
| <b>PRIORITIES IN THE USE OF PART B FUNDS</b>  |   |            |  |            |  |  |  |
| 121a.320  | Definitions of "first priority children" and "second priority children."      | + 121a.500 | Definitions of "consent", "evaluation", and "personally identifiable". |            |  |  |  |
| 121a.321  | Priorities.   | 121a.501   | General responsibility of public agencies.                             | 121a.600   | Responsibility for all educational programs.   |  |  |
| 121a.322  | First priority children—school year 1977-1978.                                | 121a.502   | Opportunity to examine records.  | 121a.601   | Monitoring and evaluation activities.  |  |  |
| 121a.323  | Services to other children.   | 121a.503   | Independent educational evaluation.                                    | 121a.602   | Adoption of complaint procedures.  |  |  |
| 121a.324  | Application of local educational agency to use funds for the second priority. | + 121a.504 | Prior notice; parent consent   |            |  |  |  |
| <b>INDIVIDUALIZED EDUCATION PROGRAMS</b>  |   |            |  |            |  |  |  |
| 121a.340  | Definition.   | 121a.505   | Content of notice.   | 121a.620   | Use of Funds   |  |  |
| 121a.341  | State educational agency responsibility.                                      | 121a.506   | Impartial due process hearing.   | 121a.621   | Federal funds for State administration.  |  |  |
| 121a.342  | When individualized education programs must be in effect.                     | 121a.507   | Impartial hearing officer.   | 121a.622   | Allowable costs.   |  |  |
| 121a.343  | Meetings.   | 121a.508   | Hearing rights.  |            |  |  |  |
| + 121a.344  | Participants in meetings.   | 121a.509   | Hearing decision; appeal.  |            |  |  |  |
| 121a.345  | Parent participation.   | 121a.510   | Administrative appeal; impartial review.                               | 121a.700   | STATE ADVISORY PANEL   |  |  |
| + 121a.346  | Content of individualized education program.                                  | 121a.511   | Civil action.  | + 121a.701 | Establishment.   |  |  |
| 121a.347  | Private school placements.  | 121a.512   | Timeliness and convenience of hearings and reviews.                    | 121a.702   | Membership.  |  |  |
| + 121a.348  | Handicapped children in parochial or other private schools.                   | 121a.513   | Child's status during proceedings.                                     | 121a.703   | Advisory panel—functions.  |  |  |
| + 121a.349  | Individualized education program—accountability.                              | 121a.514   | Surrogate parents.   | 121a.704   | Advisory panel—procedures.   |  |  |
| <b>DIRECT SERVICE BY THE STATE EDUCATIONAL AGENCY</b>   |   |            |  |            |  |  |  |
| + 121a.360  | Use of local educational agency allocation for direct services.               | 121a.530   | PROTECTION IN EVALUATION PROCEDURES                                    | 121a.705   | Subpart G—Allocation of Funds; Reports   |  |  |
| + 121a.361  | Nature and location of services.  | + 121a.531 | General.   | 121a.706   | ALLOCATIONS  |  |  |
| + 121a.370  | Use of State educational agency allocation for direct and support services.   | 121a.532   | Preplacement evaluation.   | 121a.707   | Special definition of the term State.  |  |  |
| 121a.371  | State matching.   | 121a.533   | Evaluation procedures.   | 121a.708   | State entitlement; formula.  |  |  |
| 121a.372  | Applicability of nonsupplanting requirement.                                  | 121a.534   | Placement procedures.  | 121a.709   | Limitations and exclusions.  |  |  |
| <b>COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT</b>  |   |            |  |            |  |  |  |
| + 121a.380  | Scope of system.  | 121a.550   | Reevaluation.  | 121a.710   | Ratable reductions.  |  |  |
| 121a.381  | Participation of other agencies and institutions.                             | + 121a.551 | PROTECTION IN EVALUATION PROCEDURES                                    |            |  |  |  |
| + 121a.382  | Inservice training.   | 121a.552   | General.   | 121a.720   | Hold harmless provision.   |  |  |
| 121a.383  | Personnel development plan.   | + 121a.553 | Timeliness and convenience of hearings and reviews.                    | 121a.721   | Within-State distribution: fiscal year 1978.   |  |  |
| 121a.384  | Dissemination.  | 121a.554   | Child's status during proceedings.                                     | 121a.722   | Within-State distribution: fiscal year 1979 and after.                                   |  |  |
| 121a.385  | Adoption of educational practices.  | + 121a.555 | Surrogate parents.   | 121a.723   | Local educational agency entitlement; formula.   |  |  |
| 121a.386  | Evaluation.   | 121a.556   | PROTECTION IN EVALUATION PROCEDURES                                    | 121a.724   | Reallocation of local educational agency funds.  |  |  |
| 121a.387  | Technical assistance to local educational agencies.                           | 121a.557   | General.   | 121a.725   | Payments to Secretary of Interior.   |  |  |
| <b>Subpart D—Private Schools</b>  |   |            |  |            |  |  |  |
| <b>HANDICAPPED CHILDREN IN PRIVATE SCHOOLS PLACED OR REFERRED BY PUBLIC AGENCIES</b>  |   |            |  |            |  |  |  |
| + 121a.400  | Applicability of §§ 121a.401-121a.403.  | 121a.560   | LEAST RESTRICTIVE ENVIRONMENT  | 121a.726   | Entitlements to jurisdictions.   |  |  |
| + 121a.401  | Responsibility of State educational agency.                                   | + 121a.561 | Continuum of alternative placements.                                   | 121a.727   | REPORTS  |  |  |
| 121a.402  | Implementation by State educational agency.                                   | 121a.552   | Placements.  | + 121a.728 | Annual report of children served—report requirement.                                     |  |  |
| 121a.403  | Placement of children by parents.   | + 121a.553 | Nonacademic settings.  | 121a.729   | Annual report of children served—information required in the report.                     |  |  |
| <b>HANDICAPPED CHILDREN IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES</b>  |   |            |  |            |  |  |  |
| 121a.450  | Applicability of §§ 121a.451-121a.460.  | 121a.554   | Children in public or private institutions.                            | + 121a.730 | Annual report of children served—certification.  |  |  |
| <b>OFFICE OF EDUCATION PROCEDURES</b>   |   |            |  |            |  |  |  |
| 121a.560  | Definitions.  | + 121a.562 | Technical assistance and training activities.                          | + 121a.731 | Annual report of children served—criteria for counting children.                         |  |  |
| 121a.561  | Notice to parents.  | 121a.563   | Monitoring activities.   | + 121a.732 | Annual report of children served—other responsibilities of the State educational agency. |  |  |
| 121a.562  | Access rights.  | 121a.564   | CONFIDENTIALITY OF INFORMATION   |            |  |  |  |
| 121a.563  | Record of access.   | 121a.565   | Definitions.   |            |  |  |  |
| 121a.564  | Records on more than one child.   | 121a.566   | Notice to parents.   |            |  |  |  |
| 121a.565  | List of types and locations of information.                                   | 121a.567   | Access rights.   |            |  |  |  |
| 121a.566  | Fees.   | 121a.568   | Records of access.   |            |  |  |  |
| 121a.567  | Amendment of records at parent's request.                                     | 121a.569   | Opportunity for a hearing.   |            |  |  |  |
| <b>APPENDICES</b>   |   |            |  |            |  |  |  |
| <b>APPENDIX A—Analysis of Final Regulation.</b>   |   |            |  |            |  |  |  |
| (45 CFR Part 121a.) Under Part B of the Education of the Handicapped Act.   |   |            |  |            |  |  |  |
| <b>APPENDIX B—Index to Part 121a.</b>   |   |            |  |            |  |  |  |
| <b>AUTHORITY: Part B of the Education of the Handicapped Act, Pub. L. 91-230, Title VI, as amended, 89 Stat. 776-794 (20 U.S.C. 1411-1420), unless otherwise noted.</b> |   |            |  |            |  |  |  |

42478

**§ 121a.3 General provisions regulations.**

Assistance under Part B of the Act is subject to Parts 100, 100b, 100c, and 121 of this chapter, which include definitions and requirements relating to fiscal, administrative, property management, and other matters.

(20 U.S.C. 1417(b).)

121a.700 of Subpart G)  
Support services (Section 121a.370(b)(2) of  
Subpart C)

**§ 121a.4 Free appropriate public education.**

As used in this part, the term "free appropriate public education" means special education and related services which:

42479

**§ 121a.12 Qualified.**

As used in this part, the term "qualified" means that a person has met State educational agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services.

(20 U.S.C. 1417(b).)

**S 121a.12 Qualified**  
(42479) (Indicates page)

A National Voluntary Registration System has been developed which is operated by the National Therapeutic Recreation Society, a branch of the National Recreation and Park Association. The registration system functions independent of membership in either the National Therapeutic Recreation Society or the National Recreation and Park Association.

It should be noted that the National Recreation and Park Association and various state park and recreation organizations such as the California Park and Recreation Society have had under study the development and implementation of various systems of voluntary registration. In states where state registration systems have been established, these will parallel state certification and licensing systems. In states where state voluntary registration plans have not been established, State Education Agencies and Local Education Agencies may use this National Voluntary Registration Plan in screening personnel.

It should also be noted that the therapeutic recreation service registration system and BEH supported competency based professional preparation training programs coincide universally with state and federal civil service job specifications and career ladders in therapeutic recreation service.

Competency based curricula in therapeutic recreation service has been funded and training at the A.A., B.A., M.A. and Doctoral levels is available.

The wording of the Rules and Regulations for Public Law 94-142 recognizes therapeutic recreation service professional preparation and registration. There is latitude within the training and registration system to provide for registration of personnel who function at different levels based on the actual training and work experience. Thus personnel who have training and/or experience are eligible for registration at the appropriate level. When establishing or supporting a program, personnel are employed at functional and salary levels that coincide with training and experience. This general approach will serve as an aid to supervisors and administrators and agencies in staffing programs and services.

Various principles in the regulations, such as the aim of providing opportunity in the least restrictive environment, call for the provision of recreation programs in the schools, institutions and in community agencies, in particular, departments of parks and recreation. Necessarily, these programs will be staffed by personnel holding professional therapeutic recreation service registration at the state or national level in therapeutic recreation service based on training and experience.

§ 121a.13 Related services.

(a) As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

(9) "Recreation" includes:

- (i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.

S 121a.13 Related services  
(42479) —

The Rules and Regulations provide for the delivery of basic recreation programs and services currently recognized by the BEH through its physical education and recreation program of research, demonstration and personnel preparation including special projects. Further, the Rules and Regulations are consistent with the reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped. These reports and recommendations were mandated by the Congress and preparation was coordinated by the Bureau. Finally, the Rules and Regulations are consistent with the reports and information presented in May, 1976, to the BEH National Advisory Committee on the Handicapped, in particular the special reports to the Committee dealing with leisure assessment and planning, therapeutic recreation for handi-

capped, recreation programs in schools and community agencies, and leisure education. The definition adopted in the Rules and Regulations is consistent with the development of professional recreation services for handicapped over the last 25 years and is responsive to the national commitment implicit in Public Law 94-142. This recognizes the importance of recreation in the handicapped child's education and total life situation.

(9)(i) Assessment of Leisure Function

The individual educational assessment and program is the basis of an effective new program of special education in the United States. The new law also achieves its mandated purpose through provision for inclusion of assessment of leisure functioning of the handicapped child. This assessment of leisure functioning in turn influences the handicapped child's curriculum and the provision of special leisure services and programs which in turn influence his or her life-long leisure functioning and settlement in the community. Millions of handicapped adults are not employed or are employed only part-time. The Rules and Regulations address the absolutely essential need that attention be directed to the millions upon millions of hours of enforced leisure time that accrue to our eight million handicapped children as they attain adulthood.

Leisure dysfunctions and deficits mean empty lives as well as undermining rehabilitation and educational programs. The nation's eight million handicapped children will be joining the adult population. Their daily portion of leisure time will range from two or three hours to 12 or 14 hours depending on their vocational status. Attention is directed through Public Law 94-142 to the millions of hours of leisure time that will accrue to these children as they become adults. Public Law 94-142 and the Rules and Regulations provide for assessment of leisure functioning and attention to the leisure needs, aptitudes and abilities as a part of the regulations for individualized programs in Public Law 94-142. A basic rationale for leisure assessment and planning was presented to the Bureau of Education for the Handicapped National Advisory Committee on the Handicapped at its May 1976 meeting. This professional assessment of leisure functioning parallels and complements educational assessment in principle and in methodology.

(9)(ii) Therapeutic Recreation Services

Therapeutic recreation service is a professional discipline recognized by helping professions as well as the Federal Government. On November 9, 1973, the Secretary of the Department of Health, Education and Welfare wrote a letter setting forth the Federally recognized definition of therapeutic recreation service and the Federal funding that had been provided for programs of therapeutic recreation service. (See Appendix A.) The Bureau of Education for the Handicapped has funded research, demonstration, personnel preparation and special projects in therapeutic recreation service.

In a letter to Mr. Harold Russell, Chairman of the U.S. President's Committee on Employment of the Handicapped, the Secretary of the Department of Health, Education and Welfare, Mr. Caspar W. Weinberger said:

"Therapeutic recreation is essentially a process which utilizes recreation services for purposive intervention in some physical, emotional, or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the individual. Therapeutic recreation is based on a process which utilizes the development of recreational skills to assist in the achievement of overall service goals defined for the disabled individual. When provided by personnel qualified by appropriate training and experience, therapeutic recreation services contribute directly to building the disabled individual's physical strength, emotional growth, and social self-confidence."

(9)(iii) Recreation programs in schools and community agencies

The following is based on the findings and developmental activities of the National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth.

"The fundamental goal of community recreation for handicapped is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation and leisure.

"The basic objectives of community recreation for handicapped are:

- "1. Achievement of individual enjoyment, satisfaction or fulfillment by the participant at the highest level possible.
- "2. Achievement of equality of opportunity in leisure, the arts, recreation, parks and culture by the participant who is handicapped.
- "3. Achievement of mainstreaming and a normal life style (normalization) by the participant who is handicapped based on individual needs, interests and desires.

"The helper who accepts or assumes responsibility for the play, recreation, and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped, and public and voluntary agencies; the following should be provided:

- "1. Support for general rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.
- "2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information, advice and assistance relative to leisure functioning and settlement; and by seeking to interrelate the total rehabilitation plan and program to include leisure fulfillment.

"The primary dimensions of community recreation for handicapped are:

Leisure fulfillment  
Fun and enjoyment  
Social skill acquisition  
Normalization  
Self-expression  
Activity skill acquisition  
Equality of opportunity  
Independent living  
Cultural enrichment  
Physical fitness  
Physical rehabilitation  
Career education

"The following 12 delivery systems are the primary means of providing community recreation for handicapped.

- I. Leisure Consumer Models
- II. Consumer Leisure Competency Models
- III. Leisure for Handicapped Advocacy Models
- IV. Special Recreation Service Models
- V. Commercial Recreation for Handicapped Models

- VI. Community Service Models
- VII. Creative and Performing Arts Models
- VIII. Educational Models
- IX. Park and Recreation Department Models
- X. Rehabilitation, Health, Social and Welfare Models
- XI. Support Services Models
- XII. Voluntary Health Agency Models

"Any person who is handicapped can participate in any activity under appropriate modified conditions.

"The list of activities that follows is based on extensive review of community recreation for the handicapped activities provided.

#### Recreation Activities for Handicapped

- Aquatics
- Arts-Graphics
- Career Education/Guidance
- Collecting and Hobbies
- Crafts
- Cultural/Ethnic
- Dance
- Drama
- Educational Activities
- Entertainment
- Fitness
- Games
- Leisure Education
- Leisure Settlement  
(Counseling, Guidance)
- Mental/Literary
- Music
- Outdoor Recreation/Education
- Social Organization
- Special Events
- Sports-Individual Competitive
- Sports - Individual Non-competitive
- Sports - Team - Competitive
- Tourism and Travel
- Voluntary Service"

An additional resource in the development of recreation programs in schools and community agencies for handicapped children is the publication, "Recreation for Exceptional Children and Youth," FOCUS ON EXCEPTIONAL CHILDREN, Vol. -6, No. 3, May 1974 by John A. Nesbitt, Larry L. Neal and William A. Hillman, Jr. This is available from the Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222.

(9)(iv) Leisure Education

Leisure education is an important new dimension of curricula for handicapped children. Various approaches have been developed. Course materials have been prepared for specific age and disability groups. Leisure education presents itself as a primary means of addressing the leisure needs and aspirations of children and youth who are handicapped.

The aim of leisure education is to provide students with the competencies necessary to willfully direct their leisure occupations in a manner that is personally satisfying and fulfilling, that is culturally meaningful, and that is socially worthwhile.

Richard Kraus in Recreation and the Schools states that the chief purpose of leisure education ... is to bring about certain desirable changes... in terms of (1) attitudes, (2) knowledge, (3) skills, and (4) behavior." He has identified "five channels for leisure education"- the total curriculum; classes which contribute directly to leisure competencies such as English, music, and physical education; co-curricular activities; classes which contribute directly to leisure competencies such as social studies in which "issues in leisure" is a topic for study or recreation leadership where students learn and practice specific skills; sponsorship by the school of recreation programs..

Education has long recognized the problem of leisure and the responsibility to provide education for leisure. In 1918 the Commission on the Reorganization of Secondary Schools included the worthy use of leisure as one of the seven cardinal objectives of education. In relation to handicapped children and youth, special education has two basic reasons for providing leisure education: (1) the basic need for leisure education of all students, including handicapped students and (2) the special needs of many handicapped students who will have a disproportionately larger amount of leisure (i.e., enforced leisure).

Simply stated, the aim of "special leisure education" should be to provide students with the special competencies necessary to overcome, adapt, modify, or in other ways achieve the goal of normal recreational, leisure, and cultural pursuits and participation. Special leisure education also deals with consumerism and advocacy for the ill,

handicapped, or atypical consumer of recreational, leisure, and cultural products and services, public and private.

Recently, specific materials and courses have been developed in leisure education and leisure time activities. Prominent among these materials is A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12) prepared by the Leisure Information Service. This material provides for the need to educate handicapped children and youth in the wise use of leisure. For information write Hawkins & Associates, Inc., 729 Delaware Ave., S.W., Washington, D.C. 20024, Telephone (202)554-9067.

Further, the Bureau of Education for the Handicapped recently funded a project under its field initiated studies program which is concerned with the development of a Leisure Education Curriculum for Severely-Moderately Handicapped Children and Youth. This project is being conducted under a grant to the Institute for Career and Leisure Development. For information write to Dr. Peter J. Verhoven, Project Director, ICLD, 719 Delaware Avenue, S.W., Suite 200, Washington, D.C. 20024.

At New York University, Dr. Herbert Goldstein and the Curriculum Research and Development Center have developed a Junior High School Neighborhood Level Teaching Packet Phase on LEISURE TIME for mentally retarded. The Leisure Time Teaching Phase was field tested in Iowa and the teacher-user reports indicate that the Leisure Time Teaching Phase is excellent. Our BEH Models Project review of the teaching phase materials rated them superior. The Leisure Time Teaching Phase is directed to the acquisition of concepts of leisure and to capitalizing on the use of community materials. This teaching phase will be available as part of Social Learning Curriculum in the spring of 1978 from the Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut, 06437, telephone (202)453-6525.

Comment. With respect to related services, the Senate Report states:

The Committee's bill provides a definition of "related services," making clear that all such related services may not be required for each individual child and that such term includes early identification and assessment of handicapping conditions and the provision of services to minimize the effects of such conditions.

(Senate Report No. 94-168, p.12 (1975).)

The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.

There are certain kinds of services which might be provided by persons from varying professional backgrounds and with a variety of operational titles, depending upon requirements in individual States. For example, counseling services might be provided by social workers, psychologists, or guidance counselors; and psychological testing might be done by qualified psychological examiners, psychometrists, or psychologists, depending upon State standards.

Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

#### § 121a.14 Special education.

(a) (1) As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness;  
 (B) Fundamental motor skills and patterns; and  
 (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

(II) The term includes special physical education, adapted physical education, movement education, and motor development.

(20 U.S.C. 1401(16).)

(3) "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

(20 U.S.C. 1401(16).)

*Comment.* (1) The definition of "special education" is a particularly important one under these regulations, since a child is not handicapped unless he or she needs special education. (See the definition of "handicapped children" in section 121a.5.) The definition of "related services" (section 121a.13) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act.

(2) The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

...

42481

**§ 121a.123 Full educational opportunity goal.**

Each annual program plan must include in detail the policies and procedures which the State will undertake, or has undertaken, in order to insure that the State has a goal of providing full educational opportunity to all handicapped children aged birth through twenty-one.

(20 U.S.C. 1412(2)(A))

**§ 121a.124 Full educational opportunity goal—data requirement.**

Beginning with school year 1978-1979, each annual program plan must contain the following information:

(a) The estimated number of handicapped children who need special education and related services.

...

Readers should be alert to recent studies and reports on employment of handicapped in leisure service occupations. As expenditures for leisure goods, products and services are and have been for a number of years a major growth sector in the American economy, special education and vocational rehabilitation should seek means of exploiting the concomitant demand for manpower in terms of employment of students and clients.

**S 121a.123 Full Educational Opportunity Goal**  
(42481)

In the preliminary Rules and Regulations, the Full Educational Opportunity Goal had included reference to primary dimensions such as art, music, industrial arts, home economics and vocational; and, the National Consortium on Physical Education and Recreation for Handicapped, the National Recreation and Parks Association and so on recommended the overt inclusion of "leisure education".

The Bureau received innumerable requests and demands for inclusion of special subjects, so many that the only means of avoiding using a very long and meaningless list of subject areas was to revert to the basic wording of the legislation and, in turn, to allow the states to work out their respective programs.

However, it is important to note that leisure education is cited in the Rules and Regulations. Leisure education appears in the definition of recreation as a related service (See S 121a.13 (b) (9)(iv).) Thus, within the regulatory description leisure education was conserved as a distinct

competency area and it is very important that the therapeutic recreation service profession and personnel pursue actively the inclusion of leisure education opportunity as part of the Full Educational Opportunity Goal.

**§ 121a.126 Full educational opportunity goal—facilities, personnel, and services.**

(a) *General requirement.* Each annual program plan must include a description of the kind and number of facilities, personnel, and services necessary throughout the State to meet the goal of providing full educational opportunity for all handicapped children. The State educational agency shall include the data required under paragraph (b) of this section and whatever additional data are necessary to meet the requirement.

**S 121a.126 (a)(b)(1)(2)(3) Full Educational Opportunity Goal**

(42481)

It should be noted that the Rules and Regulations specifically designate therapeutic recreation specialists as one of the professional specializations, in addition to special education teachers, who are currently employed and the number needed additionally to meet full educational opportunity goals. It is imperative that the number and level of registered therapeutic recreation service personnel practicing in a given state as well as the number called for to meet additional needs be surveyed and reported. It should be noted that this should be a survey of professionally trained and professionally registered therapeutic recreation service personnel.

**S 121a 126 (b)(4) Facilities Needed**  
(42482)

42482

(2) The number of other additional personnel needed, and the number currently employed in the State, including school psychologists, school social workers, occupational therapists, physical therapists, home-hospital teachers, speech-language pathologists, audiologists, teacher aides, vocational education teachers, work study coordinators, physical education teachers, therapeutic recreation specialists, diagnostic personnel, supervisors, and other instructional and non-instructional staff.

(3) The total number of personnel reported under paragraph (b) (1) and (2) of this section, and the salary costs of those personnel.

(4) The number and kind of facilities needed for handicapped children and the number and kind currently in use in the State, including regular classes serving handicapped children, self-contained classes on a regular school campus, resource rooms, private special education day schools, public special education day schools, private special education residential schools, public special education residential schools, hospital programs, occupational therapy facilities, physical therapy facilities, public sheltered workshops, private sheltered workshops, and other types of facilities.

Readers will note that the term "recreational facility" does not appear in this paragraph as recommended by the National Consortium on Physical Education and Recreation for the Handicapped, the American Association for Leisure and Recreation and the National Recreation and Park Association. The term "recreational facility" should appear in this paragraph in order for this section and paragraph to be consistent with total philosophy and procedures in the Rules and Regulations. The reason recreational facilities are not included is that the Bureau was confronted with the dilemma of being called upon to provide an exhaustive and futile categorical listing of facilities. The only means of dealing with the dilemma was to deny additions. The action to be expected from State Education Agencies is appropriate inclusion of recreation facilities under "other types of facilities" and to call for reporting on the number and kinds recreation facilities needed for handicapped and the number and kind of recreational facilities currently in use in the state.

It should be noted that in addition to responsibilities for the above accruing to the organized professional therapeutic recreation bodies in the respective states professional responsibilities also accrue to the states' college and university recreation faculties, the states' departments of conservation, natural resources and parks and the states' extension services. They have the personnel and resources to do the work and responsibility to expend up to 10 per cent of resources on the needs of 10 per cent of the populations, that 10 per cent being the 10 per cent of the population that is considered special, i.e. handicapped, aged, etc. And, handicapped children compose one-third of the total special population; thus, three per cent of the total effort of the state services could be directed to handicapped children and part of this three per cent effort to assisting in compiling this data.

**§ 121a.125 Identification, location, and evaluation of handicapped children.**

(a) *General requirement.* Each annual program plan must include in detail the policies and procedures which the State will undertake or has undertaken to insure that:

(1) All children who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated; and

(2) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services.

**§ 121a.130 Individualized education programs.**

(a) Each annual program plan must include information which shows that each public agency in the State maintains records of the individualized education program for each handicapped child, and each public agency establishes, reviews, and revises each program as provided in Subpart C.

**S 121a.130 Individualized education programs .  
(42482)**

**S 121a.235  
(42487)**

**S 121a.346  
(42491)**

Readers should note the interrelationship of these three sections which are devoted to the Individual Educational Program requirement; S 121a.130 deals with the State Education Agency requirement, S 121a.235 deals with the Local Education Agency requirement and S 121a.346 deals with the requirements for the Individual Educational Program.

42485

**LOCAL EDUCATIONAL AGENCY  
APPLICATIONS—CONTENTS**

**§ 121a.220 Child identification.**

Each application must include procedures which insure that all children residing within the jurisdiction of the local educational agency who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed

42486

special education and related services and which children are not currently receiving needed special education and related services.

(20 U.S.C. 1414(a)(1)(A).)

*Comment.* The local educational agency is responsible for insuring that all handicapped children within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction. Collection and use of data are subject to the confidentiality requirements in §§ 121a.560-121a.576 of Subpart E.

42487

**§ 121a.235 Individualized education program.**

Each application must include procedures to assure that the local educational agency complies with §§ 121a.340-121a.349 of Subpart C.

(20 U.S.C. 1414(a)(5).)

42488

**Subpart C—Services**

**FREE APPROPRIATE PUBLIC EDUCATION**

**§ 121a.300 Timelines for free appropriate public education.**

(a) *General.* Each State shall insure that free appropriate public education is available to all handicapped children aged three through eighteen within the State not later than September 1, 1978, and to all handicapped children aged three through twenty-one within the State not later than September 1, 1980.

*Comment.* 1. The requirement to make free appropriate public education available applies to all handicapped children within the State who are in the age ranges required under section 121a.300 and who need special education and related services. This includes handicapped children already in school and children with less severe handicaps, who are not covered under the priorities under § 121a.321.

Under the statute, the age range for the child find requirement (0-21) is greater than the mandated age range for providing free appropriate public education (FAPE). One reason for the broader age requirement under "child find" is to enable States to be aware of and plan for younger children who will require special education and related services. It also ties in with the full educational opportunity goal requirement, which has the same age range as child find. Moreover, while a State is not required to provide "FAPE" to handicapped children below the age ranges mandated under § 121a.300, the State may, at its discretion, extend services to those children, subject to the requirements on priorities under §§ 121a.320-121a.324.

§ 121a.304 Full educational opportunity goal.

(a) Each State educational agency shall insure that each public agency establishes and implements a goal of providing full educational opportunity to all handicapped children in the area served by the public agency.

(b) Subject to the priority requirements under §§ 121a.320-121a.324, a State or local educational agency may use Part B funds to provide facilities, personnel, and services necessary to meet the full educational opportunity goal.

(20 U.S.C. 1412(2)(A); 1414(a)(1)(C).)

*Comment.* In meeting the full educational opportunity goal, the Congress also encouraged local educational agencies to include artistic and cultural activities in programs supported under this part, subject to the priority requirements under §§ 121a.320-121a.324. This point is addressed in the following statements from the Senate Report on Pub. L. 94-142:

The use of the arts as a teaching tool for the handicapped has long been recognized as a viable, effective way not only of teaching special skills, but also of reaching youngsters who had otherwise been unteachable. The Committee envisions that programs under this bill could well include an arts component and, indeed, urges that local educational agencies include the arts in programs for the handicapped funded under this Act. Such a program could cover both appreciation of the arts by the handicapped youngsters, and the utilization of the arts as a teaching tool per se.

S 121a.304 Full educational opportunity goal  
(42488)

The reader should note that the three areas of primary interest to professional personnel in recreation are physical education, recreation and the arts. Physical education is required. Recreation is required as a related service as dictated by assessment and as feasible or possible. The arts are encouraged for inclusion and support. It follows that articulation, cooperation and coordination is called for among the three leisure functioning related areas.

Recognition of the importance of the arts in reaching and educating the handicapped is presented here. In various ways therapeutic-recreation service should articulate with and include arts education and arts programming not only in terms of reaching and educating the handicapped child but also in terms of preparing the handicapped child for lifelong leisure fulfillment.

Museum settings have often been another effective tool in the teaching of handicapped children. For example, the Brooklyn Museum has been a leader in developing exhibits utilizing the heightened tactile sensory skill of the blind. Therefore, in light of the national policy concerning the use of museums in Federally-supported education programs enunciated in the Education Amendments of 1974, the Committee also urges local educational agencies to include museums in programs for the handicapped funded under this Act.

(Senate Report No. 94-168, p. 13 (1975).)

42489

**§ 121a.306 Nonacademic services.**

(a) Each public agency shall take steps to provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the public agency and assistance in making outside employment available.

(20 U.S.C. 1412,2) (A); 1414(a) (1)(C).)

**§ 121a.307 Physical education.**

(a) *General.* Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) *Regular physical education.* Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children unless:

(1) The child is enrolled full time in a separate facility; or

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) *Special physical education.* If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) *Education in separate facilities.* The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

(20 U.S.C. 1401(16); 1412(5)(B); 1414(a) (6).)

*Comment.* The Report of the House of Representatives on Pub. L. 94-142 includes the

**S 121a.306 Nonacademic services**  
(42489)

The recreation profession should take particular note of this Section in that this provides further elaboration of the intention of the Congress as reflected in the House and Senate Committee Reports, the Act itself and the Rules and Regulations. Note particularly the wording of paragraph (a) and the emphasis on "equal opportunity" in nonacademic and extracurricular services and activities. The recreation profession should also note that direct reference is made to employment in paragraph (b) and without question, employment of handicapped in public, private and commercial recreation and leisure services and industries holds a potential of major significance. This Section and Section 121a.553 should be brought to the attention of State Education Agencies and Local Education Agencies. In particular, it should be noted that an educational agency can not exclude handicapped children from a nonacademic or extracurricular service or activity because they are handicapped. (See also S 121a.553, page 42497.)

following statement regarding physical education:

Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all non-handicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children.

The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the Committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child.

(House Report No. 94-332, p. 9 (1975).)

42490

§ 121a.344 Participants in meetings.

(a) *General.* The public agency shall insure that each meeting includes the following participants:

- (1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.
- (2) The child's teacher.
- (3) One or both of the child's parents, subject to § 121a.345.
- (4) The child, where appropriate.
- (5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel.* For a handicapped child who has been evaluated for the first time, the public agency shall insure:

- (1) That a member of the evaluation team participates in the meeting; or
- (2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6); 1414(a)(5).)

*Comment.* 1. In deciding which teacher will participate in meetings on a child's individualized education program, the agency may wish to consider the following possibilities:

- (a) For a handicapped child who is receiving special education, the "teacher" could be the child's special education teacher. If the child's handicap is a speech impairment, the "teacher" could be the speech-language pathologist.
- (b) For a handicapped child who is being considered for placement in special education, the "teacher" could be the child's regular teacher, or a teacher qualified to provide education in the type of program in which the child may be placed, or both.
- (c) If the child is not in school or has more than one teacher, the agency may designate which teacher will participate in the meeting.

S 121a.344 Participants in meetings  
(42490)

The therapeutic recreation specialist could be included in the meeting when assessment of leisure functioning is reviewed and when leisure service is being planned. The general aim is to limit the number of people involved in the meeting in the interest of making the meeting manageable. A primary purpose of involving each additional participant such as a therapeutic recreation specialist in the meeting is described in paragraph (b) (2); i.e., when the person is knowledgeable about the evaluation procedures used and is familiar with the results of the evaluation. (See also S 121a. 344 page 42503.)

2. Either the teacher or the agency representative should be qualified in the area of the child's suspected disability.

3. For a child whose primary handicap is a speech impairment, the evaluation personnel participating under paragraph (b)(1) of this section would normally be the speech-language pathologist.

42491

**§ 121a.346 Content of individualized education program.**

The individualized education program for each child must include:

- (a) A statement of the child's present levels of educational performance;
- (b) A statement of annual goals, including short term instructional objectives;
- (c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
- (d) The projected dates for initiation of services and the anticipated duration of the services; and
- (e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

(20 U.S.C. 1401(19); 1412 (2)(B), (4), (6), 1414(a)(5); Senate Report No. 94-168, p. 11 (1975).)

**S 121a.346 Individualized Education Program**

(42491)

(See also S 121a.130, p.42482; and, S 121a.235, p.42487.)

The preliminary Rules and Regulations stated specific areas for assessment such as psychomotor and self-help skills. The professional recreation organizations recommended inclusion of "leisure assessment". The Bureau received a very large number of demands and requests regarding specific functions, competencies, etc., to be assessed and cited in the regulation. The complicating factor was that listing a particular assessment might make it appear that the assessment was required by law. This would be unrealistic and would have made the section operationally difficult. The final resolution of the problem was to revert to the basic wording in the actual law. Thus, neither primary nor secondary assessment areas are designated. What is provided is a general guideline or framework for assessment.

While assessment of leisure functioning is not cited in this section, as all designated areas were deleted, this most basic and most important of all recreation services that can be rendered to the handicapped child has been retained in the Rules and Regulations by virtue of its primary function of recreation as a related service in Section 121a.13(b)(9)(i).

The handicapped child's education and his or her life during and following school must include attention to his or her ability to function in leisure -- to partake in the community's and society's recreational, cultural and leisure opportunities. No educational or rehabilitation program or service is complete without attention to the individual's leisure needs, limitations, interests, aspirations, aptitudes and skills. Thus, assessment of leisure functioning is critical to the development and delivery of appropriate educational services and programs. Assessment of leisure functioning is wholly consistent with the specific objectives set forth in this section, i.e., level of

performance, annual goals and short term objectives, specific services needed, etc. Transposed into recreation conceptualization this means that the Assessment of Leisure Functioning includes:

- (a.) A statement of the child's levels (amounts) and status (quality) of leisure (play and/or recreation and/or arts) performance;
- (b.) A statement of annual leisure performance goals, including short term performance objectives;
- (c.) A statement of the specific services to be provided including therapeutic recreation service; recreation programs and services to be provided in schools and community agencies (departments of parks and recreation, recreation centers, museums, commercial recreation services, state and federal parks, etc.); and, leisure education; as well as a definitive statement on the extent to which the child will be able to participate in regular leisure programs and services;
- (d.) The projected dates for initiation of leisure services and their duration; and
- (e.) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term leisure performance objectives are being achieved.

~~IRECT SERVICE BY THE STATE EDUCATIONAL AGENCY~~

§ 121a.360 Use of local educational agency allocation for direct services.

(a) A State educational agency may not distribute funds to a local educational agency, and shall use those funds to insure the provision of a free appropriate public education to handicapped children residing in the areas served by the local educational agency, if the local educational agency, in any fiscal year:

(1) Is entitled to less than \$7,500 for that fiscal year (beginning with fiscal year 1979);

(2) Does not submit an application that meets the requirements of §§ 121a-220-121a.240;

§ 121a.360 Use of local educational agency allocation for direct services (42491)

There are some local districts that would not apply for Part B funds because they can not or for various reasons they choose not to apply. This may apply to low density rural areas or low density handicapped population areas. In cases where the State Education Agency will be providing special responses, a special responsibility and opportunity for service accrues to the state level individual or group pursuing implementation of the recreation dimensions of Public Law 94-142.

(3) Is unable or unwilling to establish and maintain programs of free appropriate public education;

(4) Is unable or unwilling to be consolidated with other local educational agencies in order to establish and maintain those programs; or

(5) Has one or more handicapped children who can best be served by a regional or State center designed to meet the needs of those children.

(b) In meeting the requirements of paragraph (a) of this section, the State educational agency may provide special education and related services directly, by contract, or through other arrangements.

(c) The excess cost requirements under §§ 121a.182-121a.186 do not apply to the State educational agency.

(20 U.S.C. 1411(a)(4); 1413(b); 1414(d).)

In these cases, the State Education Agency should be approached relative to providing support for local recreation programs and services; and/or for providing support for a State Recreation Trainer-Consultant who would provide local training and program development consultation.

There are various ways that a state level therapeutic recreation group could be formed to pursue implementation of the recreation dimensions of Public Law 94-142. First, an individual or a number of individuals could work directly with the state agency. Second, the therapeutic section of the state park and recreation association might adopt a formal plan for working with the State Education Agency. Third, interested individuals might form a state level committee which operates independently or in association with state associations such as parents organizations, special education organizations, disability related organizations, or state voluntary health organization. Finally, interested parties might form a public service incorporated organization which in turn would work with the State Education Agency.

The State Recreation Trainer-Consultant, provided by the State Education Agencies, role/function could be one of initiating, expanding and improving the delivery of recreation services and programs at the local level throughout the state. One or more such State Recreation Trainer-Consultants could work with Local Education Agencies. (See also interpretation for S 121a.370.)

42492

**§ 121a.370 Use of State educational agency allocation for direct and support services.**

(a) The State shall use the portion of its allocation it does not use for administration to provide support services and direct services in accordance with the priority requirements under §§ 121a.320-121a.324.

(b) For the purposes of paragraph (a) of this section:

(1) "Direct services" means services provided to a handicapped child by the State directly, by contract, or through other arrangements.

(2) "Support services" includes implementing the comprehensive system of personnel development under §§ 121a.380-121a.388, recruitment and training of hearing officers and surrogate parents, and public information and parent training activities relating to a free appropriate public education for handicapped children.

(20 U.S.C. 1411(b) (2), (c) (2).)

**S 121a.370 Use of State educational agency allocation for direct and support services**

(42492)

Readers should note that recreation may be considered as being eligible to be included for funding under support service. For example, the State Education Agency could employ a State Recreation Trainer-Consultant for the purpose of providing in-service training throughout the state to recreation personnel, special education teachers, parents, and so on. The State Recreation Trainer-Consultant could also provide statewide consultation to schools, recreation and park departments and rehabilitation facilities on the planning, administration and evaluation of therapeutic recreation service or recreation programs. Further, the BEH Program of M.A. Level Personnel Preparation in Therapeutic Recreation Service was conceived in 1968 in part with the need for this role/function in mind. The BEH M.A. Level Training has provided its graduates with the competencies to perform these roles and functions (training, consultation; program development) on a local, area and statewide basis.

**§ 121a.382 Inservice training.**

(a) As used in this section, "inservice training" means any training other than that received by an individual in a full-time program which leads to a degree.

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents);

Readers should note the specific mention of therapeutic recreation specialists.

42491

**Subpart E—Procedural Safeguards  
DUE PROCESS PROCEDURES FOR PARENTS  
AND CHILDREN**

**§ 121a.500 Definitions of "consent",  
"evaluation", and "personally iden-  
tifiable"**

"Evaluation" means procedures used in accordance with §§ 121a.530-121a.534 to determine whether a child is handicapped and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class.

42497

**§ 121a.553 Nonacademic settings.**

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 121a.306 of Subpart C, each public agency shall insure that each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of that child.

(20 U.S.C. 1412(5)(B).)

**Comment.** Section 121a.553 is taken from a new requirement in the final regulations for Section 504 of the Rehabilitation Act of 1973. With respect to this requirement, the analysis of the Section 504 Regulations includes the following statement: "[A new paragraph] specifies that handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day. To the maximum extent appropriate, children in residential settings are also to be provided

42498

opportunities for participation with other children." (45 CFR Part 84—Appendix, Paragraph 24.)

42501

**STATE ADVISORY PANEL**

**§ 121a.650 Establishment.**

(a) Each State shall establish, in accordance with the provisions of this subpart, a State advisory panel on the education of handicapped children.

**§ 121a.651 Membership.**

(a) The membership of the State advisory panel must be composed of persons involved in or concerned with the education of handicapped children. The membership must include at least one person representative of each of the following groups:

**S 121a.553 Nonacademic settings  
(42497)**

While the term "recreation" is not used overtly in this section, the fact should be recognized and acted on by professional recreation service that **RECREATION IS A PRIMARY MEANS OF PROVIDING NONACADEMIC AND EXTRACURRICULAR SERVICES AND ACTIVITIES.** Readers should note not only the wording of Section 121a.553, but the "comments" as well. The recreation profession has a responsibility to respond fully in assuring nonacademic and extracurricular services and activities. Any special education teacher or administrator, local or state level, who lacks awareness of this fact should be oriented by therapeutic recreation personnel. Interestingly, special educators are passive advocates of recreation participation based on their personal and professional experience. But, few special educators, few local administrators and far fewer state administrators are active recreation advocates. This responsibility has and will fall solely on the shoulders of recreation professionals. It should also be noted that there are other disciplines who will seek out opportunities over the next five years to fill the **leisure service vacuum** if recreation professionals do not pursue this matter actively. For example, occupation therapy and social work are just two of the groups interested in serving the leisure needs of handicapped children and youth.

- (1) Handicapped individuals.
- (2) Teachers of handicapped children.
- (3) Parents of handicapped children.
- (4) State and local educational officials.
- (5) Special education program administrators.

(3) Broad representation within professional groups (e.g., (a) regular education personnel, (b) special educators, including teachers, teacher trainers, and administrators, who can properly represent various dimensions in the education of handicapped children, and (c) appropriate related services personnel); and

42503

§ 121a.753 Annual report of children served—criteria for counting children.

(a) The State educational agency may include handicapped children in its report who are enrolled in a school or program which is operated or supported by a public agency, and which either:

- (1) Provides them with both special education and related services; or
- (2) Provides them only with special education if they do not need related services to assist them in benefitting from that special education.

§ 121a.753 Annual report of children served—criteria for counting children

(42503)

Receipt of "special education" is the basic criteria for being counted as receiving services. "Related service" is dependent on receiving special education services. Related services are intended to help or aid the child in benefitting from special education placement. A handicapped child receiving ONLY related services could not be included in the counting of handicapped children being served.

42504

**APPENDIX A—ANALYSIS OF FINAL REGULATION  
(45 CFR PART 121a) UNDER PART B OF THE  
EDUCATION OF THE HANDICAPPED ACT**

**DEFINITIONS (§§ 121a.4-121a.15)**

**Comment:** Hundreds of comments were received regarding definitions in the proposed rules. Commenters requested that new definitions be added, or sought changes in existing definitions, especially definitions of various disability categories and the various types of related services. In many instances, revisions were sought to conform to the most recent definitions adopted or used by professional associations.

**Response:** Definitions of terms used in the regulations are taken from various statutes, Congressional reports, or materials provided by professional associations and other groups. Where appropriate, the Office of Education has attempted to incorporate changes recommended by commenters, and has made other changes to clarify the definitions. In addition, the following new terms were added:

Definitions of "deaf-blind" and "multi-handicapped" were added because these are recognized categories of handicapped children in most States.

A definition of "qualified" was added in order to be able to use a consistent term in

It should be noted that the Bureau of Education for the Handicapped has funded special curriculum and program development in recreation for deaf-blind and recreation is provided to children and youth who are deaf-blind on a continuing basis.

referring to the qualifications of the various personnel.

The definition of "handicapped children" has been modified only by making certain clarifying changes. Although some commenters requested additional changes in the definitions of the various disability categories, it is felt that the definitions in this regulation must closely conform to current usage in the States and professions.

The related services definition was expanded to include "school health services." In addition, changes were made in the definitions of the individual terms included under "related services" (e.g., psychological services and recreation) to conform to recommendations of professional associations.

FULL EDUCATIONAL OPPORTUNITY GOAL REQUIREMENTS (§§ 121a.124-121a.126)

**Comment:** Commenters requested that the data requirements regarding personnel needed to meet the full educational opportunity goal include various other professional groups, such as physical therapists, or use terms currently accepted by the professions, such as "therapeutic recreation specialists" rather than "recreation therapists."

**Response:** These changes have been made to cover the various personnel who provide special education or related services and to use terms currently recognized by the appropriate professional associations.

FULL EDUCATIONAL OPPORTUNITY GOAL (§§ 121a.304-121a.306)

The statutory terms "free appropriate public education" and "full educational opportunity goal" are distinguished in this regulation as follows:

"Free appropriate public education" (FAPE) must (1) be made available to all handicapped children within the mandated time lines and age ranges set forth in the Act, and (2) include special education and related services which are provided in accordance with an individualized education program.

The proposed rule on full educational opportunity goal has been revised as follows: Proposed paragraph (a) (Program options) is now § 121a.305 and proposed paragraph (b) (Non-academic services) is now § 121a.306. A new § 121a.304 has been added which (1) requires each State educational agency to insure that each public agency establishes and implements a goal of providing full educational opportunity to all handicapped children, and (2) authorizes State and local educational agencies to use Part B funds to provide the facilities, personnel and services necessary to meet the goal.

The recommendation by the NCPERH and the NRPA was delete the old term, "recreation therapist" and replace it with the current professional term, "therapeutic recreation specialist". The action in complying with this recommendation strengthens the regulation as follows. The regulation is totally consistent in terminology. The appropriate terms (therapeutic recreation) are used to describe service, personnel and registration. No other terms such as "activity" or "recreation therapy" are professionally appropriate.

A comment has been added following section 121a.304 which points to Congressional interest in having artistic and cultural activities included in programs supported under this part, subject to the priorities.

**Comment:** Many commenters asked that additional areas be added to the program options requirement (e.g., leisure education, cultural and performing arts, and occupational education). Other commenters requested that the term "consumer and home-making education" be substituted for "home economics" in order to be consistent with the

42507

vocational education amendments of 1976 (Pub. L. 94-482).

**Response:** No substantive change was made in this requirement. The program options included are examples and the list is not exhaustive. Under the regulation implementing section 504, any program provided to nonhandicapped students must also be made available to handicapped pupils. The language conforming to the vocational education amendments was added.

**Comment:** Commenters requested that under the requirement on nonacademic services the term "co-curricular" be substituted for "extra curricular" and that intramural, extramural, and interscholastic athletics be included in order to insure consistent use of terminology as it applies nationally. Another commenter suggested that specific language be included regarding participation of visually handicapped persons.

**Response:** The suggested terms were not adopted. This section conforms to the language in the final regulations under section 504. Also, the suggested language on visually handicapped was not included. This requirement applies to all handicapped individuals, including those with visual handicaps.

#### PHYSICAL EDUCATION (§ 121a.307)

**Comment:** Some commenters felt that the section on physical education (PE) needed to be clarified, particularly the conditions under which a handicapped child would not be required to participate in the regular PE program; (e.g., the child (a) is enrolled full-time in a separate facility, (b) needs specially designed PE, or (c) the parents and agency agree that the child should not participate). The main concern dealt with the parent-agency agreement, because it appeared to provide a loophole in which a child would not be required to participate in any PE activity.

**Response:** The statement on parent-agency agreement was deleted. With this change, a handicapped child attending a regular school would participate in the regular PE program, unless the child needs specially designed PE as prescribed in his or her individualized education program (IEP). Parent-agency agreement is inherent in the development of a child's IEP. The decision as to whether the child should be in the regular PE program or receive specially designed PE is made in the IEP meeting in which the parent and agency personnel are represented.

It should be noted that every handicapped child would participate in some type of PE activity. Specially designed PE could involve arrangements for a child to participate in some individual sport or physical activity (e.g., weight lifting, bowling, or an exercise or motor activity program).

**Other changes:** Proposed section 121a.204 (Incidental use of property) has been deleted.

**PARTICIPANTS IN IEP MEETINGS (§ 121a.344)**

**Comment:** A number of commenters recommended that personnel from specific disciplines be participants at IEP meetings (e.g., physicians, health care personnel, psychologists, and representatives from other agencies, such as Head Start). Some commenters felt that the meetings should include all direct service personnel who work with a handicapped child. Other commenters suggested cutting back on the number of people who participate.

**Response:** The final regulations only require the participants listed in the statute, except in the case of a child who has been evaluated for the first time. (NOTE: Participation of evaluation personnel in IEP meetings is covered under the next comment-response sequence.)

Generally, having a large group of people at an IEP meeting may be unproductive and

**42508**

very costly, and could essentially defeat the purpose of insuring active, open parent involvement.

While it is necessary to insure that all direct services personnel who work with a handicapped child are informed about and involved in implementing the child's IEP, this does not mean that they should attend the IEP meetings. The mechanism for insuring the involvement of all IEP implementers is left to the discretion of each agency (e.g., the child's teacher, or principal, or supervisor could have that responsibility). However, this is a basic administrative procedure which can be handled outside of the context of the IEP meeting.

The statute does not require all IEP implementers to be involved in the meetings. In fact, the definition of IEP in section 602(19) of the Act includes only four people (e.g., a special education provider or supervisor, the teacher, the parent, and the child, where appropriate). Moreover, it was the intent of Congress that IEP meetings generally be small. This position is reflected in the following statement by Senator Randolph in the June 18, 1975 Congressional Record:

In answer to my colleague, it was the intent, and I believe, I can speak for the subcommittee and the committee in this matter, that these meetings . . . be small meetings; that is, confined to those persons who have naturally an intense interest in a particular child, i.e., the parent or parents, and in some cases the guardian of the child. Certainly the teacher involved or even more than one teacher would be included. In addition, there should be a representative of the local educational agency who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of handicapped children.

These are the persons that we thought might well be included. That is why we have called them "individualized planning conferences". We believe that they are worthwhile, and we discussed this very much as we drafted the legislation.

While very large IEP meetings might generally be inappropriate, there may be specific instances where additional participants are essential. In order to enable other persons to be included, the Office of Education retained a provision from the proposed rules which authorized the attendance of "other participants, at the discretion of the agency or parents."

**Comment:** Some commenters recommended that members of the evaluation team participate in IEP meetings.

**S 121a.344 Participants in meetings (42508)**

There are no specific guidelines on how therapeutic recreation service personnel should contribute to the I.E.P. other than to work through professional channels. Logically the individual practitioner should initiate involvement through the head of the Local Education Agency who will, in turn, refer the practitioners through channels to the special education supervisor of instruction and then on to the individual teacher or parent or handicapped child. Conversely, the individual practitioner should also contact individual teachers and parents who may directly request recreation service, i.e., assessment of leisure functioning, therapeutic recreation service, recreation programs and services in schools and community agencies and leisure education. The Local Education Agency will necessarily make decisions to provide funds or not to provide funds for recreation. Therapeutic recreation service is eligible for funding but LEA's may not be able to fund recreation for the next year or two based on current priorities; or, LEA's may choose not to fund recreation based on program considerations.

The placement team or parents or handicapped child may all react to recreation negatively or positively. Any plan, agreement or contract providing funds for recreation would stipulate type and number of professional recreation personnel, the service to be rendered, such as assessment, evaluation and accountability, etc. A contract might be written with an individual or with a Department of Parks and Recreation which in turn would provide, assessment, therapeutic recreation service, recreation programs and services and leisure education. Professional recreation service may be difficult to fund through July 1978 or July 1979 but it may be anticipated that funds will be more readily available for recreation by fiscal year 1979-80. For 1978 and 1979 State and Local Education Agencies must meet the first priority of serving the unserved and the underserved.

**Response:** A new paragraph has been added which states, in effect, that an evaluation person must participate in any IEP meetings conducted for handicapped children who have been evaluated for the first time (i.e., the preplacement evaluation required under section 121a.531 of Subpart E). Since the meeting is intended to develop an education program for the child, it is essential that someone at the meeting be familiar with the child's evaluation.

42509

**DIRECT SERVICES BY THE STATE EDUCATIONAL AGENCY**

The direct services provision of this subpart includes sections on (1) use of local educational agency (LEA) funds, (2) nature and location of services, (3) use of the State's (SEA's) entitlement, and (4) a State matching requirement.

The section on the use of LEA allocations (renumbered section 121a.360) has been redrafted to combine the proposed paragraphs (a), and (b) into a single paragraph. This paragraph sets out the conditions under which an SEA may use an LEA's entitlement.

A new paragraph (v) has been added to section 121a.360, which states that in meeting the requirements of this section, the SEA may provide special education and related services directly, by contract, or through other arrangements.

Recreation would be one of the related services which the SEA could provide directly, by contract or through other arrangements. These services could be for state level recreation consultant/trainers, for local personnel or programs, for training, etc.

**DEFINITION OF "APPROPRIATELY AND ADEQUATELY PREPARED AND TRAINED" (PROPOSED §121a.261)**

A number of comments were received on the definition of "appropriately and adequately prepared and trained" which was in § 121a.261 of the proposed rules. The definition has been deleted in the final regulations. Instead, the term "qualified" is used, as defined in § 121a.12.

**Comment:** A commenter suggested that nationwide certification requirements be mandated to allow for the mobility of personnel.

**Response:** No change has been made. The intent of the Act is to insure that all personnel necessary to carry out the purposes of the Act are qualified. The Act does not authorize the establishment of national certification standards.

**Comment:** A commenter suggested that early childhood be required as an area for certification.

**Response:** No change has been made. These personnel must be included under the State's comprehensive personnel development system.

**Comment:** Several commenters expressed the belief that certification should not be required for all personnel directly serving the handicapped, or that such a requirement would result in great expense for the State. Still others felt that competency based systems should be used as opposed to the requirement for certification, registration, or licensing.

**Response:** The statutory language "appropriately and adequately prepared and trained" has been interpreted, by use of the term "qualified," to mean certification, registration, or licensing. These are commonly accepted procedures for determining if personnel are "appropriately and adequately prepared and trained."

The testimony submitted by the NCPERH and the NRPA specified that professional therapeutic registration based on professional training and experience be required for employment by and through education or special education agencies and funds. In terms of recreation "qualified" means registered at the national and/or state level as a therapeutic recreation specialist. The BEH regulation and the NCPERH and NRPA positions are consistent. In those states lacking a state registration plan for therapeutic recreation personnel, the national registration plan operated by the National Therapeutic Recreation Society can and should be used. If a state has a system for licensing therapeutic recreation service personnel, this would serve to establish those personnel as qualified within the context and aims of the Rules and Regulations for 94-142 and the statements of the NRPA and the NCPERH. Conversely, there should be no question of whether training and experience alone without professional registration make a person "qualified". Training and experience do not qualify a person. Training in therapeutic recreation experience in therapeutic recreation and professional registration in therapeutic recreation make a person qualified for employment to provide recreation as a related service.

42510

**PERSONNEL DEVELOPMENT PLAN (§ 121a.363)**

**Comment:** Several commenters asked for special attention to physical education and service delivery models which take into account problems of rural families.

**Response:** No change has been made. Specialized needs in physical education and the unique aspects of providing services in rural settings should be addressed as appropriate in the needs assessment and plan.

42514

**STATE ADVISORY PANEL**

**MEMBERSHIP (§ 121a.651)**

**Comment:** A substantial number of commenters requested additions to the list of representatives to be included on the panel, including professional groups, legal advocacy groups, and employees of State and local agencies. Some commenters recommended that handicapped individuals or their parents make up specific percentages of the panel.

**Response:** A provision has been added to make it clear that a State may expand the advisory panel to include additional persons in the groups listed (which are statutory) and representatives of other groups. The Office of Education does not believe it is appropriate to prescribe specific percentages, as the States should have some discretion to determine the proper mix of representatives. A comment has been added to indicate factors a State may consider in determining balanced membership of the panel.

42515

**SUBPART G—ALLOCATIONS OF FUNDS; REPORTS**

**ALLOCATIONS**

This major section of Subpart G is entirely statutory; therefore, there are no comments of substance on which to respond.

**REPORTS—ANNUAL REPORT OF CHILDREN SERVED (§§ 121a.750-121a.754)**

**WHO MAY BE COUNTED**

**Comment:** Two other provisions in the regulations were objected to by commenters. The first of these provided that handicapped children "enrolled" in schools to receive special education could be counted as receiving special education. These commenters felt that enrollment did not guarantee actual receipt of services. The second provision stated, in essence, that a child who receives special education may be counted, but not a child who receives only "related services." This was viewed as an overly restrictive reading of the Act.

**Response:** No change has been made in the regulations. While no system is perfect, enrollment is a legitimate way of determining the number of handicapped children receiving special education on October 1 and on February 1, the two dates on which the Act requires the count of children served. It would not be practical to make an actual head count of children in classrooms and other facilities where services are provided.

With respect to children who only receive "related services," this is governed by statu-

While the testimony presented by the National Consortium on Physical Education and Recreation for Handicapped suggested that recreation representation on the State Advisory Panel, the final regulation did mandate this representation. However, the present resolution of this matter is deemed entirely satisfactory. As this matter stands, the critical function is the representation of the recreation, play and leisure needs of handicapped children before the panel. An appropriate state group or committee can and must necessarily make this a continuing activity, developing a year-by-year history of presentation of data, needs and recommendations; action by the State Advisory Panel and SEA; and, appraisal of results.

This simply reaffirms the basic definition of "related services are only those required to assist a handicapped child to benefit from special education." No child receiving only recreation could be counted in the annual report of children served. One of the fundamental purposes of education is preparation for the worthy use of leisure.

tory language. "Related services" are only those "required to assist a handicapped child to benefit from special education." (Section 602(17) of the Act.) If a child does not need special education, there can be no "related services," as that term is defined in the Act. However, section 121a.14 permits a State to define certain services as "special education," if those services are "specially designed instruction to meet the unique needs of a handicapped child." (This is taken from the definition of "special education" in section 602(16) of the Act.)

True Copy

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE  
WASHINGTON, D.C. 20201

November 9, 1973

Mr. Harold Russell  
Chairman  
The President's Committee  
on Employment of the Handicapped  
Washington, D.C. 20210

Dear Mr. Russell:

Thank you for your letter of August 10 (your Ref. 44) concerning the field of therapeutic recreation and its role in the delivery of health, education, and social services to disabled persons. Please accept my apology for the delay in responding.

Therapeutic recreation is essentially a process which utilizes recreation services for purposive intervention in some physical, emotional, or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the individual. Therapeutic recreation is based on a process which utilizes the development of recreational skills to assist in the achievement of overall service goals defined for the disabled individual. When provided by personnel qualified by appropriate training and experience, therapeutic recreation services contribute directly to building the disabled individual's physical strength, emotional growth, and social self-confidence.

The recreational therapist generally works cooperatively and in support of other rehabilitation specialists. It has been primarily through the professional training of qualified manpower that this Department has expressed its recognition of the therapeutic rehabilitation modality. Training in therapeutic recreation has been supported under the Vocational Rehabilitation Act for those interested in working with disabled adults and under the Education for the Handicapped Act for those planning to work with disabled children in special education settings.

Although therapeutic recreation may not be specifically identified as a health-related service under the regulations for social services to be issued for Titles IV and XVI of the Social Security Act, recreational services are so recognized in other service programs administered by this Department. Under the newly enacted Rehabilitation Act of 1973, a rehabilitation facility is defined in a number of ways, including a facility "...which provides...prevocational conditioning and recreational therapy." This means that facilities primarily providing therapeutic recreation services are eligible for Federal or State vocational rehabilitation agency support.

Page 2 - Mr. Harold Russell

The Older American Comprehensive Services Amendments of 1973 include recreational services as optional social services within a comprehensive and coordinated service system for older persons. Similarly, in service programs for the developmentally disabled, recreational services are also considered one of the authorized services for which funds can be expended in order to promote a developmentally disabled youngster's physical health and social interaction.

We very much appreciate your interest in therapeutic recreation services, and we want to assure you that we share your concern that these important supportive services be available where they are needed.

Sincerely,

Casper W. Weinberger

Secretary

7

### References

- \* Reports and recommendations of the HEW Secretary's National Advisory Committee on Physical Education and Recreation for Handicapped Children.
- \* Reports and recommendations of leisure, physical education and recreation submitted to the BEH's National Advisory Committee for the Handicapped in May, 1976, by Dr. Donald Hawkins, Dr. Julien Stein, and Dr. John A. Nesbitt.
- \* The National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth Project conducted by the Recreation Education Program, The University of Iowa, Project Director, Dr. John A. Nesbitt. The Project is funded by the U.S. Bureau of Education for the Handicapped under the guidance of Mr. William A. Hillman, Jr., Project Officer with the Bureau.
- \* Statements prepared by the National Consortium on Physical Education and Recreation and Park Association and the American Association for Leisure and Recreation. Also, papers prepared by Dr. Joe Teaff and Dr. Carol Ann Peterson.

Notes

## IX. Leisure Assessment and Planning with the Child Who is Handicapped

### The Development of Leisure Assessment and Planning

Since 1906 when the American Playground Association was formed recreation workers have been providing leisure opportunities to children who are "blind, deaf, crippled, retarded, mentally ill" and in other ways health impaired. Over the years recreation workers have sought to meet individual needs and group needs. Often, limited resources have necessitated that the recreation worker assess and respond to the group's needs. However, the "recreation therapist" or "therapeutic recreation specialist" devoted his or her attention at least in part if not totally to working within the medical or psychotherapeutic models and contributing to the individual patient's or client's therapeutic program. Thus, assessment of the leisure functioning of an individual or a group is a basic aspect of therapeutic recreation service and registered therapeutic recreation specialists render this service.

However, articulation between special education and therapeutic recreation service regarding assessment of leisure functioning is new. Various means need to be used in creating a common understanding and mutually accepted procedures. The therapeutic recreation specialists must tell special educators what they do and how they do it. Conversely, special educators must tell therapeutic recreation specialists what they need and what they expect.

Leisure assessment and planning is a fundamental part of the individualized educational program. The goal of leisure assessment and planning is that the handicapped child achieve the highest possible personal fulfillment in leisure activities. Leisure assessment and planning is a process that includes the following.

#### Step I - Assessment

#### Step II - Planning

#### Step III - Implementation of the Plan

#### Step IV - Evaluation and Replanning

The "Leisure Plan" should be part of the process leading to the individualized educational program. If the leisure plan is part of the I.E.P. then preparation for leisure fulfillment will draw on the total curriculum.

The most important feature related to the handicapped child's leisure life in Public Law 94-142 is that the law focuses directly on the needs, interests and desires of the handicapped child. Too often services in general and leisure services for handicapped in particular have focused on general programs and sought to fit consumers, clients, students or participants into these programs. Public Law 94-142 directs leisure services to the individual child. By conducting individual leisure assessment and designing an individual program the needs, interests, skills and aspirations of the handicapped child will form the building blocks of lifetime leisure fulfillment.

A second feature of major importance is that the leisure assessment and plan approach establishes a succession of clearly defined deliverable leisure services that can be provided to the handicapped child.

### Leisure Assessment and Plan

It is well known that recreation services were included in the wording of the U.S. House and U.S. Senate Committee reports relative to Public Law 94-142. The inclusion of recreation service in these reports was a critical advance in the services and opportunities available to handicapped children.

The critical need now is to formulate recreation's "defined deliverables". Therapeutic recreation service has set forth processes and criteria for achieving appropriate individualized fulfillment within a comprehensive individualized education for the handicapped child.

Leisure assessment and planning is a fundamental appropriate process to be performed in behalf of the handicapped child or youth so that the goal of obtaining the highest possible fulfillment and participation in leisure can be achieved. The leisure plan should be one of the basic assessments or evaluations provided within the comprehensive assessment or evaluation leading to an appropriate individualized education plan.

### Definition of Leisure Assessment and Planning

Primary activities that call for the assessment of leisure skills and interests include areas such as:

|                           |  |
|---------------------------|--|
| Aquatics                  | Leisure Education                        |
| Arts-Graphics             | Leisure Settlement (Counseling/Guidance) |
| Career Education/Guidance | Leisure Skills Education                 |
| Crafts                    | Mental/Literary                          |
| Cultural/Ethnic           | Music                                    |
| Collecting and Hobbies    | Outdoor Recreation/Education             |
| Dance                     | Social Organization                      |
| Drama                     | Special Events                           |
| Educational Activities    | Sports-Individual Competitive            |
| Entertainment             | Sports-Individual Non-Competitive        |
| Fitness                   | Sports-Team, Competitive                 |
| Games                     | Tourism and Travel                       |
| Leisure Careers Guidance  | Voluntary Service                        |
| Leisure Careers Training  |  |

The leisure assessment and planning process includes the following:

- \* Development of a leisure plan concerned with leisure skill acquisition and/or actualization of leisure interests;
- \* Development of a leisure participation schedule planned with the child, teachers, parents, and others in order to take advantage of school and community based mainstreamed leisure services or special leisure services planned for the handicapped;

- \* Development of a transportation and personal supervision plan for each handicapped child;
- \* Development of procedures for periodic, preferably annual, reassessment and updating of plans and schedules in accordance with students needs and available services; and
- \* Development of leisure services and programs for students.

### Two Preliminary Guides

Two preliminary guides are presented:

- \* A Preliminary Guide for Student-Parent-Teacher-Recreation Specialist Planning/Consideration of Assessment of Leisure Functioning within the Individualized Educational Program
- \* Functions in Professional Leisure Assessment and Planning

It should be understood that these are preliminary formulations based on general practice in therapeutic recreation service as applied to the philosophy and methodology mandated by Public Law 94-142, the Education for Handicapped Act, and the Rules and Regulations that have been issued by the U.S. Department of Health, Education and Welfare.

### A Preliminary Teacher-Parent Guide

Teachers and parents currently need a basic guide or tool to start consideration of leisure functioning or assessment of leisure functioning. The preliminary guide that follows is intended to provide the teacher and the parent as well as the student and the school representative with a beginning tool.

A Preliminary Interview GuideforStudent-Parent-Teacher-Recreation SpecialistForAssessment of Leisure FunctioningWithin theIndividualized Educational Program

Student's Name:

(First)

(Middle)

(Last)

Date (Day)/

(Month)/

(Yr)

Parent

Teacher

School Rep.

Recreation Specialist or Resource

Name

Agency

Address

Tel.

|   |   |          |
|---|---|----------|
| How much leisure does the pupil/student have? | Excessive leisure? -<br>Just enough? -<br>Not enough leisure? - | Comments |
|---|---|----------|

| What is the quality of his/her play, recreation or leisure activity and participation? | Non existent | Poor | Average | Good | Superior | Needs/Goals<br>(Write in) |
|--|--------------|------|---------|------|----------|---------------------------|
| Individual leisure skills? (specific skills, play alone)                               |              |      |         |      |          |                           |
| Family leisure activities  |              |      |         |      |          |                           |
| Peer group recreation activity?  |              |      |         |      |          |                           |
| Classroom recreation activity?   |              |      |         |      |          |                           |
| School recreation program? (non-academic, co-/and extracurricular)                     |              |      |         |      |          |                           |
| Community recreation programs?   |              |      |         |      |          |                           |

|   |  |          |
|---|--|----------|
| To what extent does he/she participate in a regular non-academic, co-curricular program offered by the schools? | Always? -<br>Usually? -<br>Half the time? -<br>Seldom? -<br>Never? - | Comments |
|---|--|----------|

| What are the short term and long range leisure behavior goals for the pupil/student? | Student Stated | Parent Stated | Teacher Stated |
|--|----------------|---------------|----------------|
|--|----------------|---------------|----------------|

| What services will be used, when started and duration? | Special Goals/<br>Objectives | Starting Date | Duration |
|--|------------------------------|---------------|----------|
| Therapeutic Recreation Service Program (Prescriptive)  |                              |               |          |
| School Recreation Program                              |                              |               |          |
| Community Recreation Program                           |                              |               |          |
| Leisure Education Class                                |                              |               |          |
| Leisure Activity Skills Class                          |                              |               |          |
| Leisure Skill in Regular Class                         |                              |               |          |
| Leisure Counseling                                     |                              |               |          |

How will achievement of specific goals and objectives be evaluated? Comments

## Functions in Professional Leisure Assessment and Planning<sup>1</sup>

### Step I - Assessment.

#### A. Assess Client/Student Status (as Appropriate and Feasible)

1. Determine affective status.
2. Determine attitudes and interests.
3. Determine aptitudes.
4. Determine skills (leisure, social, interpersonal, heterosexual, grooming, physical, creative, outdoor, etc.).
5. Determine socio-economic situation (parents, social groups, etc.).
6. Conduct leisure interest inventories.
7. Conduct procedures:
  - Use goal-problem/need, behaviorally oriented charting and records.
  - Obtain objective data through physical, social and psychosocial testing, observation, records and reports.
  - Generally, assessment and evaluation techniques need to be effective but also short and efficient so they may be administered within the limited time available to staff and without undue imposition on the handicapped child or parents.
  - As possible, conduct assessment and evaluation in familiar surroundings.

#### B. Assess Client/Student Functioning (as Appropriate and Feasible)

1. Actual activities performed, conditions under which performed or participated in; match with skills, see A-4, above.
2. Prepare profile relative to:
  - Available resources (physical and social accessibility).
  - Referral resources.
  - Program and participation opportunities.
  - Education resources (regular curriculum, leisure education class).
  - Physical education (motor development, sports skills).
  - Leisure activities skills (creative, social, outdoor, community, grooming, etc.).
  - Transportation.
3. Criterion reference approach toward three basic goals:
  - Highest level leisure performance possible.
  - Equal opportunity for leisure participation.
  - Achievement of normalization and mainstreaming in leisure.
4. Procedures:
  - Obtain subjective data from students, parents, teachers and others as needed.
  - Develop leisure interest/performance profile.

## Step II - Planning.

### A. Assess Resources

1. Model Programs and Services
  - I. Consumer leisure programs.
  - II. Client leisure competency programs.
  - III. Leisure advocacy programs.
  - IV. Special program and facility programs.
  - V. Commercial recreation programs.
  - VI. Community service programs.
  - VII. Creative and performing arts programs.
  - VIII. Educational programs.
  - IX. Park and recreation department programs.
  - X. Public rehabilitation service programs.
  - XI. Support service programs.
  - XII. Voluntary health agency programs.
2. Service Elements
  - a. Funding.
  - b. Personnel.
  - c. Availability and accessibility of facilities and areas.
  - d. Equipment.
  - e. Transportation.
  - f. Other.
3. Procedures:
  - Advocate for the provision of or development of needed recreation and leisure programs and services. (See Nesbitt, Neal, and Hillman, "Recreation for Exceptional Children and Youth," Focus on Exceptional Children, Volume 6, No. 3, 1974)

### B. Prepare Client/Student Plan

1. Current Year (immediate) Plan:
  - a. Goals and objectives (behaviorally, performance oriented).
  - b. Skills development.
  - c. Participation schedule.
  - d. Community placement and/or settlement.
  - e. Plan concurrence by client/student, parent/guardian, teacher/counselor, etc.
2. Two to Four Year (intermediate) Plan:
  - a. Anticipated goals and objectives.
  - b. Anticipated skills development.
  - c. Anticipated community placement and/or settlement.
3. Five to 15 Year (long-range) Plan:
  - a. Anticipated goals and objectives.
  - b. Anticipated skills development.
  - c. Anticipated community placement and/or settlement.

4. Procedures:

- Prepare statements of goals-problems/needs and specific behavioral objectives.
- Step-by-step plans should deal individually and sequentially with each goal-problem/need.
- Involve client/student, teachers, parents, etc. in the development of the plan.

Step III Implementation.

Step IV Evaluation and Replanning.

A. Conduct Performance Evaluation

1. Evaluation:

- a. Client/student assessment (affective, attitudes, etc.).
- b. Client/student functioning (factual functioning, patterns, etc.).
- c. Progress, deficit, discrepancies.
- d. Recommendations for remediation.
- e. Review of plan and recommendations for following year, intermediate plan and long-range plan.

2. Procedures:

- Use case history method in evaluation.
- Use performance testing.
- Use observation.

## Background Notes

The concept of a "leisure assessment and plan" was first introduced by the writer at the meeting of the National Advisory Committee for the Handicapped of the U.S. Office of Education, Bureau of Education for the Handicapped, on May 12, 1976, in Washington, D.C. The special paper that was presented on leisure assessment and planning related directly to the Education for Handicapped Act, Public Law 94-142. The writer wishes to acknowledge the subsequent individual contributions of Dr. Joe Teaff and Dr. Jay Shivers.

Following the May 1976 N.A.C.H. meeting, the U.S. Bureau of Education for the Handicapped planned a special conference at which the proposed rules and regulations for Public Law 94-142 were to be drafted. Consultants in physical education, Dr. David Auxter and Dr. William Chasey, and recreation, Dr. Fred Humphrey, accepted U.S. Bureau of Education for Handicapped invitations to serve as consultants. This paper was provided to Mr. William A. Hillman, Jr., BEH Staff, who passed it to the physical education and recreation consultants. The consultants met in Washington, D.C., June 7-9, 1976.

In July 1976 reacting to the initial formulation of recreation and leisure rules and regulations for Public Law 94-142, Dr. Joe Teaff of Texas Women's University, addressed a statement to the Bureau suggesting a definition of recreation and of leisure assessment and planning for inclusion in the proposed rules and regulations.

These definitions were reviewed by the Leisure Assessment and Plan Work Group convened at the National Institute on New Models for Community Based Recreation for the Handicapped a BEH Special Project, held July 7-9, 1976 in Iowa City, Iowa. The Work Group also reviewed and adopted the 'functions' of leisure assessment and planning originally presented on May 12, 1976. The faculty of the National Institute also used a special instrument designed to facilitate review of the 'functions' originally developed.

On September 3, 1977, the writer submitted a statement to the Bureau of Education for the Handicapped for use in the preparation of rules and regulations for 94-142 which was a synthesis of the revised functions and definition. On September 9, 1977, two definitions of recreation (one long and one short) were submitted by the writer to the writing consultants for use in the rules for Public Law 94-142.

Essentially, the concept of a leisure assessment and plan has been proposed as a basic defined deliverable within the provisions of Public Law 94-142.

This paper on leisure assessment and planning for the child who is handicapped was shared with the following.

Institute on Consumer Leisure Competency Models (Leisure Education, Leisure Guidance and Leisure Careers).

Sponsored by the Subcommittee on Recreation and Leisure of the United States President's Committee on Employment of the Handicapped; and,

the National Institute on Community Recreation for the Handicapped September 10, 1976, Washington, D.C.

Annual Meeting of the National Consortium on Physical Education and Recreation for the Handicapped

September 23-25, 1976  
Mt. Hood, Oregon

Meeting of the Executive Board of the Central District of the American Alliance for Health, Physical Education and Recreation

September 23-25, 1976  
Cheyenne, Wyoming

Iowa Department of Public Instruction, Division of Special Education "Cooperative Planning for Personnel Preparation Meeting Relative to Three Year Plans for Public Law 94-142, Title VI-D"

October, 1976  
Des Moines, Iowa

Iowa Department of Public Instruction, Physical Education for Handicapped Workshop

September - October, 1976  
Des Moines, Iowa

Meeting of the Board of the American Association for Leisure and Recreation

June, 1976  
Tulsa, Oklahoma

<sup>1</sup> Resources and instruments that have been suggested include the following:

- \* Dr. Jean Mundy's "Assessment Guidelines" and related materials, Florida State University, Tallahassee, Florida
- \* AAHPER's Materials on "Evaluation and Assessment," Washington, D.C.
- \* Dr. Robert P. Overs' materials on "Avocational Counseling," Milwaukee, Wisconsin
- \* Kennedy Foundation Program, "Families to Grow," Washington, D.C.

Notes

X Elements in Model State and Local Implementation of the Recreation Aspects of Public Law 94-142

PART I - STATE LEVEL

Activities at the State Level

The following are major functions or operations to be performed at the state level.

1. Manpower - statewide survey and review of availability of therapeutic recreation service, the availability and effectiveness of pre-service and in-service training programs and the development of general strategies to provide adequate number of appropriately trained and competent personnel. Specifically, the State Education Agency should collect data on the number and level of therapeutic recreation registered personnel currently practicing in the state and the number needed additionally to meet needs based on surveys and reports.

2. Facilities - statewide survey and review of recreation and therapeutic recreation and to meet the needs in both urban and rural, advantaged and disadvantaged communities. Specifically, the State Education Agency should collect data under the category "other types of facilities" on the number and kinds of recreation facilities needed for handicapped children and number and kind currently in use.

3. Input to State Advisory Panel - the law calls for a State Advisory Panel. Recreation's participation in this council is not mandated. Thus, it is incumbent upon each state to assure that the recreation and leisure needs of handicapped children in each state are addressed each by this Council. The recreation for handicapped children advocates will necessarily develop an articulation plan which includes:

- A. Long Range Goals - specific goals for 10, 15 and 25 years.
- B. Short Range Goals - specific goals for 1, 2, 3, 4, 5, 7 and 10 years and definite means of measuring progress.
- C. Content Areas - these should include:
  - i. Initiating recreation service to the unserved.
  - ii. Increasing recreation service to the underserved.
  - iii. Improving recreation service for the served.
  - iv. Initiation and development of state recreation support services.
    - a. Program consultation
    - b. In-service training
    - c. Pre-service training
    - d. Facilities and resource development

State Plan/Regulations

There are a number of areas in the state plans or state regulations on Public Law 94-142 that should include direct reference to recreation. These areas include but are not limited to the following: designation of related services, designation of areas for assessment,

designation of personnel, designation of personnel areas for representation on local advisory groups, designation of areas for in-service training, designation of services to be contracted, designation of state level support services, and so on. Failure to list recreation in a manner consistent with the Federal Rules and Regulations may retard the development and delivery of recreation services to handicapped children in a manner consistent with the goals of the U.S. Senate and House Committees, the Act and the Rules and Regulations and the needs of handicapped children and youth.

### State Level Leadership

Professional recreation leadership, coordination and advocacy in recreation and leisure opportunity for handicapped children is needed at the state level. The manner in which these are provided will vary from state to state. The following are a few of the options or alternatives.

1. Individual - a specific individual or number of individuals. The individual may be a parent, a handicapped consumer or a professional teacher or recreation worker.
2. Ad Hoc or Formal Committee - an ad hoc committee or formal committee may be established by interested individuals or individuals who represent varied interests or organizations. The interests or organizations that might seek participation in a committee might include organizations composed of parents of handicapped children or youth, voluntary health agencies, special education teacher organizations, professional recreation and park associations (and their respective therapeutic recreation sections or branches), and so on.
3. Public Agency Inter-Agency Coordinating Group - when park and recreation facility or resource programs have been launched in the past, multi-state agency advisory groups have been formed. These have included representation from professional organizations and special conservation groups. While many existing public agency recreation and park personnel might not consider their training or experience germane to the content area, conscientious effort could overcome these initial barriers and ultimately this would be another effective means of enhancing opportunity for handicapped children.
4. State Park and Recreation Association - a state park and recreation association and its therapeutic recreation section should have an ongoing program of surveillance and input to the state education agency but might also serve as a focal point for state leadership, coordination and advocacy. If this role was accepted by both the SEA and the SPRA, then it would be appropriate to bring parent, consumer and teacher organizations into the picture in a meaningful manner.

## State Recreation Consultant - Trainer

It is very important that recreation for handicapped advocates promote and state education agencies provide one or more State Recreation Consultant-Trainers. The primary functions of this person would be:

1. Technical Assistance to the State Education Agency and State Advisory Council.
2. In-service training for teachers, for community recreation and park personnel, for parents and for educational and recreation administrators and supervisors.
3. Consultation to Local Education Agencies on program and in-service training.
4. Liaison and representation of recreation for handicapped children and youth interests with other state departments such as conservation, health, social services on program development, federal regulations, etc.
5. Liaison with state, professional, health and private organizations.
6. Technical assistance to state and local agencies, public and private, on federal and state assistance, national technical assistance and funding assistance.

One such consultant-trainer has been needed in each state for a number of years. Any serious attempt to deal with the recreation dimensions of Public Law 94-142 calls for immediate attention to this professional personal need. As recreation and leisure services and opportunities develop, it may be that two or more consultant-trainers are needed at the state level and local education agencies will have need for one or more such personnel.

## Problems and Issues

There are a number of problems that are and will be encountered in implementing the recreation dimensions of Public Law 94-142.

### A. Professional Recognition

Recreation service trained personnel and therapeutic recreation service trained personnel are not eligible to receive a state teaching certificate and without a state teaching certificate are not eligible to work in schools, i.e., receive state education funds for services rendered. The problem is to find some means by which professionally trained (at A.A., B.A. or M.A.) and professionally registered (either national or state registration or leisure) may be employed in or through the education system to provide recreation services to handicapped children.

In one state therapeutic recreation service personnel are employed through the education system under the category "rehabilitation specialist". The job category is considered comparable to being a certified teacher.

In that state, the individual employed to provide recreation service to handicapped children should be professional trained (B.A. or M.A.) and registered (national and/or state) in order to be hired under the "rehabilitation specialist" category to provide therapeutic recreation service.

In another state the school system has made allowances to hire and pay social workers, occupational therapists and physical therapists but has made no such allowance to employ therapeutic recreation specialists. Ironically, B.A. level therapeutic recreation service personnel are being employed in the schools but through another job category. This state has provided means for bringing non-certified personnel into classrooms based on taking a prescribed series of courses in conjunction with teaching. Clearly, this is an unclear situation and will pose real challenges to the special education teacher and the therapeutic recreation service worker who want to help handicapped children.

The basic guidelines that should be drawn from the professional position statements of the National Consortium on Physical Education and Recreation for the Handicapped, the National Recreation and Park Association and the American Association for Leisure and Recreation as well as 94-142 Rules and Regulations are:

1. The person must have received professional therapeutic recreation specialist training at the respective level, A.A., B.A., or M.A.
2. The person must be registered as a therapeutic recreation specialist at the national or state level (which necessarily coincides with professional training and experience).
3. The person must be employed to perform those roles and functions consistent with training, experience and registration.

It should be added that the therapeutic recreation specialist salary, hours and benefits should be comparable or the same as those of teachers, social workers, etc. with comparable training and experience. In some communities recreation workers have been in short supply and their salaries have exceeded social work. In any case, salaries, hours and benefits should be comparable.

#### B. Recreation and Reaching the Unserved and Underserved

Some state education agency administrators have emphasized the need to meet immediately the unserved and the underserved. They have followed by saying that recreation can be considered after the unserved and the underserved are receiving special education. This approach implies that recreation is a luxury service - a frill - which absolutely is not the case. Recreation professionals welcome placing priority on the unserved and underserved and encourage recognition of the fact that recreation service has been an important means of first relating to the unserved and has been the means of raising the skill levels of the unserved and underserved to a level where they have been able to participate in special classes. Play for the child, recreation for youth and leisure activity for adults are basic human needs and for many they are the very foundation upon which cognitive, social and

physical gains will be made. Hopefully administrators who make and enforce policy will go into the institutions and residential environments of the unserved and underserved to make judgements about what types of services and opportunities will best enhance functioning.

### C. Contract

It is recommended that when local education agencies write individual contract with therapeutic recreation specialists or with local departments of parks and recreation, these contracts should include specific statements on training and registration levels of therapeutic recreation service personnel, a detailed job description and specific information or evaluation of the recreation programs and services provided and the recreation personnel. Beyond that the policies and regulation governing the one agency or both agencies (school and/or recreation department) are in effect.

### Exchange Between States

Assuming that a state level recreation group is formed, it should initiate exchange with other similar groups in other states as soon as possible. When innovation takes place in one state it should be tried in another state.

## PART II - LOCAL LEVEL

### Work With the State Recreation Group

By some means recreation professionals in every state should provide some type of leadership, coordination, advocacy and information exchange function. This may be a special committee or a function of the therapeutic section of the state park and recreation association. In any case, every local worker involved in 94-142 should stay in close touch with that state committee, sending and receiving information.

### Participate with Local Activities

There will be local planning meetings, local training workshops, local studies, etc. Become involved in these activities providing recreation input whenever possible.

### Interpret and Promote Recreation's Role in P.L. 94-142

As a practical pedagogic imperative, the U.S. Senate and the U.S. House Committee Reports, the Law and the Rules and Regulations are comparable in significance to enactments such as the child labor law or the compulsory education law. The education that will be provided will be unparalleled. The Act may strongly influence the further development of general education.

And, there is resistance from many state and many parts. The resistance is based on disagreement with the precepts, increased work for teachers, bureaucracy and status quo.

The inclusion of recreation as a related service has encountered resistance. Many education administrators and special education teachers are quite unaware of what recreation is or does for the individual. Some are philosophically opposed to recreation as a work of the devil. A key special education administrator in one state is aware of all the development that has taken place since 1967 and still states publicly that "physical education and recreation in 94-142 is a fluke."

The fact is that the same American genius that conceived all of P.L. 94-142 also conceived the separate parts of 94-142 and recreation is one of those parts and it was intended to be in the Senate and House Reports, in the Act and in the Rules and Regulations.

And, therapeutic recreation service personnel and special educators will have to interpret this at the local and state levels and promote acceptance.

### Contact the SEA's

Either by letter or in person the director of the state division of special education should be requested to provide information on the roles or functions assigned to recreation through the state plan, the per-

ceived status of recreation manpower and facilities and so on. One means of achieving this would be to have a recreation spokesperson deal with the state education agency and then disseminate the response broadly among therapeutic recreation personnel.

#### Contact the LEA's

There should be a conscious effort to meet with the head of the local education agency to determine what recreation is being provided or what needs are perceived and to be referred to appropriate staff or school administrators for further exploration and discussion. At this point collect information on the LEA's general plans and strategies, long term and immediate goals, etc. It is desirable that the therapeutic recreation worker be referred sequentially finally to building principals, classroom supervisors, specific teachers, students and parents.

#### Request Information from National, State and Local Organizations

The following are sources of information to write in compiling the information.

##### Public

- U.S. Bureau of Education for the Handicapped (request Rules and Regulations).
- State Education Agency (Division of Special Education).
- Local Education Agencies (Department of Special Education).

##### Professional Organizations - National

- National Recreation and Park Association.
- American Association for Leisure and Recreation.
- National Consortium on Physical Education and Recreation for Handicapped.
- Council for Exceptional Children.
- National Association of State Directors of Special Education.

##### Professional Associations - State

- State Park and Recreation Associations (therapeutic recreation sections).
- State Health, Physical Education and Recreation Sections.
- State Councils for Exceptional Children.

##### Local Libraries

- Search under Handicapped Children, Exceptional Children, Public Law 94-142, Education, Education of Handicapped, etc.

##### Local Schools

- Contact local schools for information they are compiling, preparing, etc.

### Present the Leisure Fulfillment Goal

Leisure activity occupies large portions of the nation's time, energy and wealth. But, for handicapped social, physical, economic, skill and attitudinal barriers limit participation in America's leisure lifestyle. This lack of participation undermines the handicapped child's ability to succeed in school, in work, in life and in adult leisure activity.

However, by invoking recreation in P.L. 94-142 and in the 94-142 Rules and Regulations means have been created to correct this situation. All that follows is the "Leisure Fulfillment Plan".

### Get Involved With the Schools, Teachers

Visit schools and teachers that are providing support for recreation for handicapped as well as those that are not. Talk with supervisors, teachers, pupils and students and parents to exchange ideas on needs and possible means of meeting those needs, about recreation and leisure problems and possible solutions. Observe school recreation programs. Interview teachers and students about their afterschool and weekend programs or lack of them. Try to find instances of individual leisure assessment and planning. Whenever possible demonstrate leisure assessment, leisure planning, implementation, follow up and evaluation. In effect, this is working from the ground up, starting with the student, the parents, the teachers, the supervisor and the local community.

### Input to the Individualized Educational Plan

This plan must be reevaluated every year - annually - so seek means of inputting recreation and leisure needs based on observed performance and experience with each child. What recreation opportunities are needed? What recreation skills are needed? What recreation services are needed?

### Work with Teachers

Encourage teachers to consider the play, recreation and leisure needs of handicapped children in school, afterschool, at home and in the community and to try to meet some of the skill needs through the curriculum. Encourage teachers to attend in-service training on recreation and recreation for handicapped. Make yourself available for advice on individual problems, on program planning, on resources, on activities, on special programs, on materials, on equipment, etc.

### Working with Parents

Work directly with parents in developing productive home and family recreation opportunities as well as in developing recreation opportunities which bring the pupil or student into the community, the recreation center, and so on. Some parents will need individual explanation of information on resources, individual invitations to workshops and encouragement to partici-

pate in programs. Provide that individual service.

In general get in touch with local parent groups such as the Parent Teacher Association, parents of children with reading disabilities, etc.

### Working with Students

Mainstreaming the handicapped child is a major goal of the New Philosophy of Education for Handicapped Children. In planning for the child's placement or settlement seek constantly to achieve the most complete mainstreaming or normalization possible. Careful decisions should be made and close monitoring is called for immediately after placement to assure success or to effect modification in the placement plan.

### Set Up a Local Committee

Creating a local committee on recreation for handicapped (or special populations) is an effective means of achieving parent, teacher, consumer and administration advice, support and actual program assistance. However, good social recreation and community organizations skills must be used. The people you want will be busy and you must settle for just a little of their time rather than scaring them away or driving them away with a heavy agenda and program.

### Prepare a Directory on Recreation Opportunities for Handicapped Children, Pre-School through 12

The Directory of Recreation Opportunities for Handicapped and Youth in \_\_\_\_\_ (city, area, county, etc.) is an absolutely invaluable aid for teachers, parents, social workers and so on. There are many professional considerations in selecting programs for listing, their description, etc. A competent committee should be established to oversee the preparation of the directory. Be mindful that the document will receive wide use by parents and teachers. The directory will reflect what the community has as well as suggesting what the community does not have. The directory should be designed to provide opportunities to grade levels or groups and to relate the leisure curriculum to the community's leisure resources and facilities.

The Directory should perform the double duty of also informing readers of the therapeutic recreation service provided through the state education agency (such as consultant-trainers) and through the immediate local agency. The Directory explains and carries information on the following:

- \*Therapeutic recreation service program.
- \*School recreation program.
- \*Community recreation program.
- \*Leisure education class.
- \*Leisure activity skills classes.
- \*Leisure counseling.

The Directory should suggest to parents their responsibilities for recreation and leisure and give precise procedural information whenever it is

available. It should be assumed when preparing the Directory that this will be the only contact ever made with some parents. Thus, full advantage must be taken of this opportunity.

### Conduct Workshops

In-service workshops are needed for special education personnel, for community recreation personnel and for parents. A series of workshops might be considered. These workshops should deal with the following:

#### A. General Considerations

1. Leisure assessment and plan.
2. Recreation philosophy and methods.
3. Play, recreation, cultural and leisure service, resources and facilities.
4. Therapeutic recreation program.
5. School recreation program.
6. Community recreation program.
7. Leisure education.
8. Leisure skills.
9. Leisure counseling.
10. Advocacy for leisure opportunity.

#### B. Student Fulfillment

1. How much leisure does the pupil/student have?
2. What is the quality of his/her play, recreation or leisure activity and participation?
3. Individual leisure skills? (specific skills, play alone)
4. Family leisure activities?
5. Peer group recreation activity?
6. Classroom recreation activity?
7. School recreation program? (non-academic, co-/and extracurricular)
8. Community recreation programs?
9. To what extent does he/she participate in a regular non-academic, co-curricular program offered by the schools?
10. What are the short term and long range leisure behavioral goals for the pupil/student?
11. What services will be used, when started and duration?
  - a. Therapeutic recreation service program (prescriptive)?
  - b. School recreation program?
  - c. Community recreation program?
  - d. Leisure education class?
  - e. Leisure activity skills class?
  - f. Leisure skill in regular class?
  - g. Leisure counseling?
12. How will achievement of specific goals and objectives be evaluated?

P.L. 94-142 is new and assessment of leisure functioning and planning are new. Thus, these workshops should include means of evoking new ideas, new processes and new solutions from the participants.

## XI. Recreation Programming

The following paper discusses recreation and the handicapped, settings for recreation, the delivery of recreation service, enforced leisure, the role of special education, leisure education, special leisure education, career education; advocacy, school recreation programs, community recreation programs, residential facility recreation and leisure programs. It provides a number of suggested resources and materials as well as sources of information, materials and assistance.

"Recreation for Exceptional Children and Youth," Vol. 6, No. 3, May 1974  
By John A. Nesbitt, Larry L. Neal and William A. Hillman, Jr.  
Focus on Exceptional Children (Love Publishing Co., 6635 East St.  
Villanova Place, Denver, Colorado 80222, 303/757-2579).

The following are primary sources of information and materials on program and activity on all aspects of recreation for handicapped and therapeutic recreation service.

National Therapeutic Recreation Society of the  
National Recreation and Park Association  
1601 North Kent Street  
Arlington, Virginia 22209

Therapeutic Recreation Information Center  
Department of Recreation and Leisure Studies  
California State University at Sacramento  
6000 J. Street  
Sacramento, California 94819

Information and Research Utilization Center  
American Alliance for Health, Physical Education and  
Recreation  
1201 16th Street, N.W.  
Washington, D.C. 20036

Committee on Recreation and Leisure  
The President's Committee on Employment of the  
Handicapped  
Washington, D.C. 20210

Notes

## XII. Leisure Education

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### What is Leisure Education?

To deal effectively with the concept of leisure education one must consider the following quotations that encompass an effort to its direction and meaning.

"Educating for the wholesome use of discretionary time in order to enhance the quality of one's life." (Donald Hawkins) (1)

"Exposing people early and long - in the home, the school and the community - to experiences that will help them develop appreciations and skills to use in their increasingly available leisure time." (C. Brightbill) (2)

"The goals of recreation and education are not poles apart, since both are working toward enrichment of life for individuals. Learning is more rapid and lasting if it is pleasurable and satisfying in itself, and the finest educational experiences take on a recreational nature." (R. Carlson) (3)

"If education is to be concerned with the recreational lives of students, it should prepare people to use their time wisely and constructively...and there should be a direct concern with exploring the role of leisure in one's life. Schools should offer learning experiences in a wide variety of skills and interests useful in enriching lifelong recreational pursuits." (R. Kraus) (4)

"In its broadest perspective, it includes a time frame from cradle to grave, not just the public school formal education years. It includes 1) value clarification; 2) attitudinal changes, a positive philosophy of leisure; 3) opportunities for development of skills, knowledges, and appreciations; 4) provision of programs and facility resources for leisure outlets; 5) leisure counseling and 6) provision for practice in and evaluation of leisure decision-making so that leisure may contribute to a better quality of life for the individual and for the society in which he/she lives?" (E. Heath) (5)

"Is a process whereby people: 1) recognize the use of leisure (discretionary) time as an avenue for personal satisfaction and enrichment; 2) know the array of valuable opportunities available in leisure time; 3) understand the significant impact that leisure time has and will have on society; 4) appreciate the natural resources and their relationships to discretionary time and the quality of life; and 5) are able to make decisions regarding their own leisure behavior. (LEAP - Teachers Book and Kangaroo Guide) (6)

The definition and scope of leisure education appears to entail a conscious and systematic effort to bring about an attitude favorable toward leisure. Furthermore education for leisure insists on education for appropriate leisure centered values whereby people are encouraged to be autonomous, self reliant, and aware. It is not cohesion but rather the task of motivating people toward the goal of a full, satisfying, and creative life.

#### Who should be involved in Leisure Education?

According to the "SPREE Position Statement on Leisure Education" a variety of agencies must have leisure education as part of their mission. Nevertheless, leadership in the area of leisure education must mainly rest on the shoulders of the recreation and parks practitioners and educators.

The various roles of agencies are cited:(7)

##### A. Public Schools

- (1) To include leisure education as an on-going objective and component of the curriculum.
- (2) The public schools should not deal with traditional academic objectives and the objectives of leisure education as mutually exclusive items. Rather, they complement each other.
- (3) Infusion of the leisure process may come in:
  - (a) leisure counseling;
  - (b) academic discussion of leisure;
  - (c) development of needed skills, knowledges, and appreciation
  - (d) informal sharing of leisure experiences;
  - (e) provision of satisfying leisure experiences;
  - (f) availability of leisure experience idea files; or
  - (g) formal attention to the individual's evaluation of his/her leisure choices and/or behaviors.
- (4) Since the public schools are involved in many co-curricular activities of students, they should provide opportunities to utilize the leisure education process within the non-academic environment of the school.

##### B. Recreation, Parks, and Leisure Services Agencies

- (1) Traditionally many parks, recreation, and leisure services practitioners have seen their role as solely

that of providing opportunities, through the provision of programs, areas, and facilities, to satisfy the leisure needs of the community. The dimension of leisure education should be added to this role and be included as an integral part of that mission.

- (2) Interpretation to the public at large of the role and importance of leisure in every individual's life is critical.
- (3) The objectives of all recreation programs must include elements of personal growth through opportunities for pursuing the creative, specific, decision making processes, self-concept development, and leisure lifestyle planning.
- (4) Programs should assist individuals in evaluating their choices of leisure experiences, and assisting them in evaluating the consequences of these choices and their effect on themselves and society.
- (5) The leisure education process should be an integral part of the instructional situations within a recreation program.
- (6) Frequently, recreation programs are so highly organized that they assume many of the negative elements of "work". To assist in the development of a leisure ethic, these programs should be developed in such a manner as to maximize opportunities for meeting individual needs based on a recognition of individual differences.

#### C. Institutions of Higher Education

- (1) Leisure education should be included as a part of the general education opportunities within the institution.
- (2) The university should focus all the disciplines upon the problems and opportunities of leisure, enabling university graduates in all fields to contribute to the development of positive approaches to leisure.
- (3) The philosophy, methods and techniques of leisure education should be included as a part of the curriculum of the professional preparation of teachers.
- (4) Professional preparation of recreation, parks, and leisure services professions should include the aspects of leisure education with a view toward insuring that future practitioners will include the leisure education process in their program and activities.

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### XIII. Leisure Counseling

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Recreation Education Program  
BEH Models Project  
University of Iowa, Iowa City, Iowa

#### What is Leisure Counseling?

Leisure counseling is a process which utilizes counseling techniques and recreation experiences in order to (1) help an individual gain an understanding of the role of leisure in his life and (2) help an individual derive meaning and self-satisfaction from his leisure time. Some of the major objectives of leisure counseling are:

1. To help an individual become aware of the meaning of leisure in his life.
2. To help an individual determine the kinds of experiences that are needed to enable him to achieve optimum satisfaction during his leisure.
3. To motivate an individual to pursue leisure time activities that will add meaning and satisfaction to his life.
4. To help an individual develop skills in performing those activities that will enable him to achieve optimum satisfaction during his leisure.
5. To help an individual locate resources in the community that he can use when participating in his chosen leisure time activities.
6. To help an individual establish ties with individuals and groups who will provide him with the opportunity to become an active participant in the community.
7. To help an individual identify barriers that may prevent him from participating in his chosen leisure time activities.
8. To help an individual develop skills and methods that he can use to overcome barriers that prevent him from successfully participating in his chosen leisure time activities.

The following bibliography has been provided as a reference for the reader to use in his further exploration of leisure counseling.

Books

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Notes

#### XIV. Personnel Resources

There are a number of professional personnel involved in physical education and recreation for handicapped children. The following list is composed of personnel officially conducting U.S. Bureau of Education for the Handicapped research, special projects or training; or, individuals who hold Active Membership in the National Consortium on Physical Education and Recreation for Handicapped.

In addition to the individuals listed below, you may contact individuals belonging to the national Therapeutic Recreation Society of the National Recreation and Park Association. They may be contacted through the National Recreation and Park Association (NTRS), 1601 North Kent, Arlington, Virginia 22209.

Another means of contacting therapeutic recreation personnel at the state and local level is through the state park and recreation association or society and its therapeutic recreation section. Generally, names and addresses may be obtained from the office of the local director of parks and recreation or an office of the director of therapeutic recreation service in a state hospital, state school or state rehabilitation service.

ALABAMA - Mr. Dick East, Dr. Ronald Koller

CALIFORNIA - Dr. Daniel Arnhem, Dr. Lou Charlotte, Dr. Jack Keogh, Dr. Fred W. Martin, Dr. Lawrence Rarick, Ms. Barbara Schneiderman, Dr. Jean Teague, Ms. Jackie Vaughan

COLORADO - Dr. John Hall, Dr. R. Montgomery

CONNECTICUT - Dr. Hollis F. Fait

DISTRICT OF COLUMBIA - Mr. Melville J. Appell, Ms. Wanda Born, Dr. James L. Breen, Dr. William Chasey, Ms. Kay Ellis, Mr. Donald Hawkins, Mr. William Hillman, Mr. Mark Levy, Ms. Andie Morris, Mr. David Park, Ms. Wendy Perks, Dr. Julian Stein, Dr. Peter Verhoven

FLORIDA - Dr. Louis Bowers, Dr. Frances Cannon, Mr. Steve Klesius, Dr. Jean Mundy

GEORGIA - Dr. Ernest L. Bundschuh

HAWAII - Dr. James Little

IDAHO - Dr. Ernie Lange, Dr. Dwaine Marten

ILLINOIS - Mr. Carl Eichstaedt, Dr. Scout Gunn, Dr. Carol Ann Peterson

INDIANA - Dr. Evelyn A. Davis

IOWA - Dr. John A. Nesbitt, Mr. David Szymanski

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MARYLAND - Mr. Steve Anderson, Dr. Jerry Fain, Dr. Fred Humphrey, Mr. Jerry Kelly, Ms. Karen Littman

MICHIGAN - Mr. Larry Carmichael, Dr. Marcia Carter, Dr. Janet Westell

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Notes

## NATIONAL RECREATION AND PARK ASSOCIATION

1601 NORTH KENT STREET  
 ARLINGTON, VIRGINIA 22209  
 (703) 525-0606

NATIONAL THERAPEUTIC RECREATION SOCIETY

(A Branch of the National Recreation and Park Association)

## Voluntary Registration Program

## 1. What is Voluntary Registration with NTRS?

The NTRS registration program is one under which this organization attests that an individual applicant meets the minimum standards it has established for various classifications in the therapeutic recreation field. Registration is initiated by submitting an application along with official transcripts and qualifying data to the Executive Secretary of NTRS. ALL MATERIAL MUST BE SUBMITTED IN DUPLICATE AND WILL NOT BE RETURNED.

## 2. Who may apply?

Anyone who believes he/she qualifies at any classification listed on the attached standards.

## 3. What does registration cost?

|                               |                                 |
|-------------------------------|---------------------------------|
| NRPA Member                   | \$15.00 - TRA, TRT I and TRT II |
| NRPA Member                   | \$30.00 - TRL, TRS and MTRS     |
| NRPA Non-member               | \$30.00 - TRA, TRT I and TRT II |
| NRPA Non-member               | \$50.00 - TRL, TRS and MTRS     |
| Registration Renewal          | \$10.00                         |
| Registration Reclassification | \$10.00                         |

Payment is due upon submission of your registration application.

## 4. Does registration automatically entitle me to membership in the National Recreation and Park Association?

No! Although the registration program is administered by NTRS, membership in NRPA is separate and apart from registration and requires an additional fee and separate application. A membership application is enclosed for your convenience.

## 5. How should one pay fees?

A check or money order must be submitted with your application for registration. It should be made out to the National Therapeutic Recreation Society with a note thereon signifying "For NTRS Registration."

## 6. How should registration mail be addressed?

NTRS Branch Liaison  
 National Recreation and Park Association  
 1601 North Kent Street, 11th Floor  
 Arlington, Virginia 22209

Telephone number (703) 525-0606

## 7. What happens to the application?

The NTRS Branch Liaison Checks on the following:

1. Proper completion of the form and whether it has been notarized.
2. Inclusion of proper fees.
3. Official transcripts and necessary verifying data.

A card will be sent to you acknowledging receipt of your application and requesting additional material if required. Your application will then be forwarded to the NTRS Registration Board for consideration at their next meeting.

## Schedule of Registration Board Meetings:

## Completed Applications due at NRPA by:

February  
 June  
 October

January 15  
 June 15  
 September 15

## Appendix A

### 8. How does an applicant know if he/she qualifies?

You will receive a letter of qualification along with your registration certificate and card. If you do not qualify you will receive information stating the reasons why you did not qualify, and you will have the opportunity either to file an appeal or to request a refund of all except \$10.00 of your registration fee.

### 9. How is an appeal filed?

You may file an appeal by letter to the Executive Secretary of NTRS within 30 days of the date you receive notification if your application is rejected. Action on your appeal will be taken by the Board of Appeals (the Executive Committee of the NTRS) at its next regular meeting. Action of the Board of Appeals shall be final in all cases. No extra filing fee will be required for appeals. If your appeal is also rejected, all except \$10.00 of your original application fee will be returned.

### 10. How does one apply for reclassification?

As your qualifications change, you may apply for a higher classification. This application will be handled as an original one, but will require only \$10.00 rather than the full registration fee. An updated application must accompany the fee. Any additional courses which you have taken since your original application must be verified by an official transcript.

### 11. How does one apply for renewal?

After your registration has been approved, it must be renewed every two years. You will receive a renewal notice a month before your registration expires. If you do not renew your registration within 90 days of your expiration date, your name will be dropped from the register. In order to become registered again, you must submit a new form as an original applicant with the full registration fee and supporting material.

### 12. Is there an alternative avenue to registration if I fail to fully meet the criteria for a specific level?

Yes. Information relative to an Equivalency Procedure for registration is available upon request. The Equivalency Procedure is designed for those individual cases where special consideration is merited based upon outstanding professional contributions in areas such as professional achievement, innovative contributions to the field, publications, etc.

IT IS IMPORTANT THAT APPLICANTS READ THE STANDARDS AND FOLLOW DIRECTIONS IN FILLING OUT THE FORMS.

Revised  
6/77

## Appendix A

Before Mailing  
Check

Transcript Enclosed \_\_\_\_\_

Application Notarized \_\_\_\_\_

Fee Enclosed \_\_\_\_\_

Application is:  
(check one)

Original \_\_\_\_\_

Reclassification \_\_\_\_\_

Equivalency \_\_\_\_\_

## NATIONAL RECREATION AND PARK ASSOCIATION

## Application for Registration

by the

## NATIONAL THERAPEUTIC RECREATION SOCIETY

1601 North Kent Street  
Arlington, Virginia 22209

The following information is to be kept in the confidential files of N.T.R.S. and is available only to the Board of Registration and Board of Appeals.

NAME OF APPLICANT \_\_\_\_\_ Date of Filing \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Telephone No. ( ) \_\_\_\_\_ Office Telephone No. ( ) \_\_\_\_\_  
Area Code \_\_\_\_\_ Area Code \_\_\_\_\_

Are you a member of NRPA? \_\_\_\_\_ What branch? \_\_\_\_\_ Date of Expiration \_\_\_\_\_

Have you applied for NRPA membership recently? \_\_\_\_\_ When? \_\_\_\_\_  
(Month, Year)

This application is for registration as:  
(circle both the number corresponding to registration level and option within that level)

## OPTION

1. Therapeutic Recreation Assistant----- A B C
2. Therapeutic Recreation Technician I----- A
3. Therapeutic Recreation Technician II----- A B C
4. Therapeutic Recreation Leader----- A B C
5. Therapeutic Recreation Specialist----- A B C D
6. Master Therapeutic Recreation Specialist----- A B C D

according to the standards adopted by the National Therapeutic Recreation Society.

If the Board of Registration finds that you should be registered at a classification different from that for which you have applied, will you accept registration at the level deemed appropriate by the Board?

YES      NO      (circle one)

(If yes, you forfeit your right to appeal. If no, you have the right to appeal within a 30 day period from receipt of notification of Board Action.)

## I. EDUCATION

A. Credit cannot be given for education beyond high school unless official transcripts are submitted of academic schooling. Applications for those classifications with a specific degree requirement must be supported by evidence that such degree has been granted if this fact is not indicated on the transcripts.

B. A notarized affidavit of academic school may be submitted for special consideration in cases where the school/s or college/s attended no longer exist, or in cases where records of the school/s or college/s have been destroyed by fire or other disasters.

## C. HIGH SCHOOL

1. Are you a high school graduate?

Yes      No      (circle one)

2. Circle highest grade completed:

1 2 3 4 5 6 7 8 9 10 11 12

Appendix A

D. HIGHER EDUCATION

Complete the following (use additional sheet if more space is needed)

1. Academic Education

| INSTITUTION AND ADDRESS<br>(College, University, Arts<br>or Technical School) | Dates<br>Attended |    | No. of Credit<br>Hours Earned |     | Degree or<br>Certificate | Date of<br>Graduation | Major or<br>Specialization |
|---|-------------------|----|-------------------------------|-----|--------------------------|-----------------------|----------------------------|
|   | From              | To | QTR                           | SEM |                          |                       |                            |
|   |                   |    |                               |     |                          |                       |                            |
|   |                   |    |                               |     |                          |                       |                            |
|   |                   |    |                               |     |                          |                       |                            |
|   |                   |    |                               |     |                          |                       |                            |

2. Field experience in Therapeutic Recreation (include here affiliations, internships, or field placements which were part of your degree(s) requirements)

a. Faculty Supervisor for Field Experience Name \_\_\_\_\_

Job Title: \_\_\_\_\_

Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

b. Field Experience Institution or Agency Name \_\_\_\_\_

Field Experience Supervisor's Name \_\_\_\_\_ Title \_\_\_\_\_

Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

c. Dates trained: (month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

d. Total number of Therapeutic Recreation Field Experience hours completed \_\_\_\_\_

E. IN-SERVICE EDUCATION (use additional sheet if more space is needed) This applies only to Therapeutic Assistant I.

1. Trainer's Name \_\_\_\_\_

Address: Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

2. Dates Trained: (month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

3. Total Number of training hours completed \_\_\_\_\_

## II. EXPERIENCE AND SUPERVISION

Start with your most recent experience and work backward. Include your Therapeutic Recreation experience, i.e. work with the ill, disabled, handicapped and other special groups.

As verification of your various work experience, you are required to have this application form notarized. Thus, it is very important that you complete the EXPERIENCE AND SUPERVISION section accurately. Use additional sheet if more space is required.

A. Institution, Agency, Firm: \_\_\_\_\_

Address: Street \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone No. (\_\_\_\_\_) \_\_\_\_\_  
Area Code \_\_\_\_\_

Applicant's Job Title: \_\_\_\_\_

Date of Employment: (Month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly \_\_\_\_\_)

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Registered with NTRS: Yes \_\_\_\_\_ No \_\_\_\_\_ Supervisor's Registration No. \_\_\_\_\_

Dates under his/her supervision: From \_\_\_\_\_ To \_\_\_\_\_

Brief Work Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Institution, Agency, Firm: \_\_\_\_\_

Address: Street \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone No. (\_\_\_\_\_) \_\_\_\_\_  
Area Code \_\_\_\_\_

Applicant's Job Title: \_\_\_\_\_

Date of Employment: (Month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly \_\_\_\_\_)

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Registered with NTRS: Yes \_\_\_\_\_ No \_\_\_\_\_ Supervisor's Registration No. \_\_\_\_\_

Dates under his/her supervision: From \_\_\_\_\_ To \_\_\_\_\_

Brief Work Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix A

C. Institution, Agency, Firm: \_\_\_\_\_

Address: Street \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone No. (\_\_\_\_\_) Area Code \_\_\_\_\_

Applicant's Job Title: \_\_\_\_\_

Date of Employment: (Month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly \_\_\_\_\_)

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Registered with NTRS: Yes \_\_\_\_\_ No \_\_\_\_\_ Supervisor's Registration No. \_\_\_\_\_

Dates under his/her supervision: From \_\_\_\_\_ To \_\_\_\_\_

Brief Work Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Institution, Agency, Firm: \_\_\_\_\_

Address: Street \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone No. (\_\_\_\_\_) Area Code \_\_\_\_\_

Applicant's Job Title: \_\_\_\_\_

Date of Employment: (Month, day, year) From \_\_\_\_\_ To \_\_\_\_\_

Underline the following that applies: Paid full time; Paid part time; (show here the number of hours weekly \_\_\_\_\_)

Supervisor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Registered with NTRS: Yes \_\_\_\_\_ No \_\_\_\_\_ Supervisor's Registration No. \_\_\_\_\_

Dates under his/her supervision: From \_\_\_\_\_ To \_\_\_\_\_

Brief Work Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that all the information given in this application is true and correct to the best of my knowledge. I further understand that false representation relative to any information will provide the basis for my permanent disqualification from participation in the NTRS Registration Program.

Date \_\_\_\_\_

Signature of Applicant

PLACE  
NOTARIAL SEAL  
HERE

Sworn to and subscribed before me this  
\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

My Commission expires: \_\_\_\_\_

Signature of Notary

STANDARDS ADOPTED BY  
THE NATIONAL THERAPEUTIC RECREATION SOCIETYA Branch of the  
National Recreation and Park Association

## 1. THERAPEUTIC RECREATION ASSISTANT.

- a. Two years of successful full-time paid experience in the therapeutic recreation field.  
OR
- b. Two hundred clock hours in-service training in the therapeutic recreation field.  
OR
- c. A combination of "a" and "b" may be substituted.

## 2. THERAPEUTIC RECREATION TECHNICIAN I

- a. Successful completion of NTRS approved 750 hour training program for Therapeutic Recreation Technician I..

## 3. THERAPEUTIC RECREATION TECHNICIAN II

- a. Associate of Arts degree from an accredited college or university with an emphasis in therapeutic recreation.  
OR
- b. Certification or other proof of satisfactory completion of two academic years of study in recreation with an emphasis or option in therapeutic recreation and current employment in therapeutic recreation.  
OR
- c. Certification or other proof of satisfactory completion of two academic years of study in a skills area (Physical Education, Drama, Arts and Crafts, Art, Dance, Music) and two years of professional work experience in therapeutic recreation.

## 4. THERAPEUTIC RECREATION LEADER

- a. (Provisional and non-renewable) Baccalaureate degree from an accredited college or university with a major in recreation.  
OR
- b. (Registered) Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation.  
OR
- c. (Registered) Baccalaureate degree from an accredited college or university with a major in recreation and one year of professional work experience in therapeutic recreation.

## 5. THERAPEUTIC RECREATION SPECIALIST

- a. Masters degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation.  
OR
- b. Masters degree from an accredited college or university with a major in recreation and one year of professional work experience in therapeutic recreation.  
OR
- c. Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation and three years of professional work experience in therapeutic recreation.  
OR
- d. Baccalaureate degree from an accredited college or university with a major in recreation and four years of professional work experience in therapeutic recreation.

## Appendix A

### 6. MASTER THERAPEUTIC RECREATION SPECIALIST

a. Masters degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation plus two years of professional work experience in therapeutic recreation.

OR

b. Masters degree from an accredited college or university with a major in recreation and three years of professional work experience in therapeutic recreation.

c. Baccalaureate degree from an accredited college or university with a major in therapeutic recreation or a major in recreation and an option or emphasis in therapeutic recreation and six graduate credits in therapeutic recreation plus five years of professional work experience in therapeutic recreation.

OR

d. Baccalaureate degree from an accredited college or university with a major in recreation and twelve graduate credits in therapeutic recreation plus six years of professional work experience in therapeutic recreation

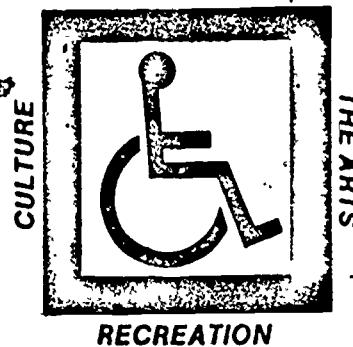
Revised  
6/77

**The University of Iowa**

Iowa City, Iowa 52242

Recreation Education Program

(319) 353-4989



**PROJECT** National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth

**CONDUCTED BY** Recreation Education Program  
The University of Iowa

**SPONSORED BY** Bureau of Education for the Handicapped  
Office of Education  
U.S. Department of Health, Education and Welfare

**GOAL** Contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs.

**PURPOSE** Increase competence of personnel in community recreation, park, cultural and leisure services and agencies to initiate, improve and expand the provision of programs and activities for handicapped children and youth.

**PROJECT DIRECTOR** John A. Nesbitt, Ed.D., Project Director  
BEH Community Recreation for Handicapped Models Project  
Recreation Education Program  
The University of Iowa  
Iowa City, Iowa 52242 (telephone: 319/353-6808)

**BEH LIAISON** Mr. William A. Hillman, Jr., Project Officer  
Division of Personnel Preparation  
Bureau of Education for the Handicapped  
U.S. Office of Education  
U.S. Department of Health, Education and Welfare  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Project National Institute on New Models for Community Recreation and Leisure for Handicapped Children and Youth

Goal Contribute to the growth and development of handicapped children and youth by increasing their opportunities to participate in community recreation, park, cultural and leisure activities and programs.

Purpose Increase competence of personnel in community recreation, park, cultural and leisure services and agencies to initiate, improve and expand the provision of programs and activities for handicapped children and youth.

Functions/ Activities In relation to recreation, park, cultural and leisure activities for handicapped children and youth:

1. Review literature of/on community programs
2. Review research and demonstration on community programs
3. Conduct national survey of community recreation and park departments on the status of programs and services
4. Conduct field site case studies on programs
5. Identify, compile data and publish training guides on 50 new or basic community recreation, park, cultural and leisure program/service models having potential for nationwide use
6. Establish national, state and special advisory committees, groups
7. Develop state plan for cooperation and development of programs and services
8. Publish a Project Newsletter
9. Conduct a National Training Institute
10. Publish information on innovative activities and new equipment for recreation for handicapped
11. Publish training materials, including training guides, audio-visual materials, bibliographies, resource lists, etc.
12. Conduct regional (multi-state) training institutes
13. Conduct research and demonstration projects on new or basic models
14. Provide program/service consultation
15. Develop a leisure settlement model for community agencies
16. Advocate for program/service development

The Goals of Community Recreation for Handicapped  
by John A. Nesbitt, Project Director, BEH Community Models Project

For the Project, the term community is an abbreviation of the term "community-based" which differentiates recreation program and service opportunity provided in and through the community as contrasted with program and service opportunity provided in and through the institution, an institution or a series of institutions. By definition, all that does not occur in or through the, or an, institution is community recreation for handicapped. Further, successful community settlement and functioning is an implied meaning and goal of community recreation for handicapped.

The term model describes the general plan for operation of a particular program or service. This description may be in the form of a guide for training in the use of a particular model; or an article or general description of the program; or a report or case study, descriptive or evaluative research conducted on a type of or specific program or service.

We are using the term delivery system to represent a general area or type of service such as the educational delivery system. Grouping services that are similar in rationale, methodology, objectives, personnel or clients provides a means of dealing more broadly with agencies, institutions, constituencies, and so on.

Community recreation for handicapped has a distinct philosophy and goals. Community recreation for handicapped uses specific means to express that philosophy and to pursue those goals.

Goal

The fundamental goal of community recreation for handicapped is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation and leisure.

Objective

The basic objectives of community recreation for handicapped are:

1. Achievement of enjoyment, satisfaction or fulfillment by the participant at the highest level possible.
2. Achievement of equality of opportunity in leisure, the arts, recreation, parks and culture by the participant who is handicapped.
3. Achievement of a normal life style (normalization) by the participant who is handicapped based on individual needs, interests and desires.

## Appendix B

### Special Services/Orientation

The administrative service rendered by an agency in providing community recreation for handicapped is more similar to standard administrative service than it is dissimilar. However, community recreation for handicapped encompasses special teaching and service to people who are handicapped toward the aim that participants have the following skills. (See Table)

| <u>HELPER TEACHING/SERVICE</u> | <u>SKILLS/FUNCTIONS</u>                       | <u>PARTICIPANT SKILLS/BEHAVIORS</u> |
|--------------------------------|---|-------------------------------------|
|                                | Leisure Activity                              |                                     |
|                                | Leisure Management<br>(Leisure Education)     |                                     |
|                                | Social and Interpersonal Skills               |                                     |
|                                | Community Living Skills                       |                                     |
|                                | Independent Living Skills                     |                                     |
|                                | Physical Fitness                              |                                     |
|                                | Leisure Careers<br>(Leisure Career Education) |                                     |
|                                | Leisure Vocational Skills                     |                                     |

### Rehabilitation Service/Orientation

The person who is handicapped usually is in contact with a number of services or agencies whose fundamental goal is rehabilitation of the person who is disabled. These services or agencies may be basically rehabilitation, education, health or welfare oriented. Their service may be rendered at or through a hospital, rehabilitation center or workshop, school or special school program, clinic, half-way house, etc. Members of the rehabilitation team include doctors, nurses, physical therapists, speech and hearing therapists, teachers, vocational counselors, etc. The service may be supported by public funds or voluntary contributions. In any case, I wish to paraphrase various stated definitions of rehabilitation of disabled as follows:

The goal of rehabilitation is to assist the disabled person to function at the highest possible level, medically, educationally, vocationally, socially, and culturally.

The helper who accepts or assumes responsibility for the play, recreation, and leisure dimensions in the life of the person who is handicapped has a basic responsibility to work in mutual partnership with parents and friends of the handicapped, other disciplines serving the handicapped, and public and voluntary agencies; the following should be provided:

1. Support for general rehabilitation goals and programs; and, in particular, support for the individual's rehabilitation plan and program.
2. Assistance to the handicapped individual's rehabilitation plan or program and to the rehabilitation team by providing information, advice and assistance relative to leisure functioning and settlement; and by seeking to interrelate the total rehabilitation plan and program to include leisure fulfillment.

Delivery Systems for Community Recreation for Handicapped  
by John A. Nesbitt, Project Director, BEH Community Models Project

For this community recreation for handicapped project we have reviewed the literature, reviewed research and demonstration projects, sought information from leading specialists, surveyed some 70 departments of parks and recreation, and sought to sense exactly where we are in delivery of community recreation for handicapped as well as to speculate on what the next five to 10 years will yield.

Among the major conclusions that I have drawn from this effort thus far is that a new approach to initiating, expanding and improving community recreation for handicapped is to recognize the distinct delivery systems that exist. For the present, I have identified what I consider to be 12 distinct delivery systems. Through a better perception of these distinct delivery systems, their roles and functions, I believe that park and recreation professionals and agencies as well as the community at large can better manage the development of recreation and leisure programs and services for handicapped.

The following 12 delivery systems that I see operating are as follows:

I. Leisure Consumer Models

Programs such as the Indoor Sports Clubs, Miss America-Deaf, Miss Wheelchair America, Disabled in Action, Wheelchair Athletic Association, and so on, are organized and operated primarily by the handicapped themselves.

II. Consumer Leisure Competency Models

- Leisure Education-general
- Leisure Education at various levels--pre-school, elementary, junior high, high school, community college, university
- Leisure settlement (guidance and/or counseling)
- Leisure careers

III. Leisure for Handicapped Advocacy Models

- Consumer groups
- Advocacy groups such as the Santa Clara County Association on Recreation Service for Handicapped

IV. Special Recreation Service Models

- Recreation Center for the Handicapped, San Francisco
- Park for Handicapped, West Virginia
- Regional Associations for Handicapped, Chicago
- Playgrounds for Handicapped
- Sports Centers/Resorts for Handicapped

V. Commercial Recreation for Handicapped Models

- Transportation, e.g., the Greyhound Service
- Travel--various travel agencies serving handicapped
- Equipment--North American Convertible, Inc.

VI. Community Service Models

- Boys Scouts of America, Scouting for Handicapped Program
- YMCA, e.g., Project Aquatics Mainstreaming

- Private facilities--theaters and clubs
- Private groups such as auto clubs, Girl Scouts, 4-H, Camp Fire Girls, Chamber of Commerce, League of Women Voters, Parent-Teachers Association political parties, Toastmasters, etc.

#### VII. Creative and Performing Arts Models

- Combined Cultural Festival
- Cultural festivals for handicapped groups
- National Committee-Arts for the Handicapped
- SARA Center--Special Arts and Recreation Activities Center, Great Neck, NY
- Music, dance, and drama (Theater of the Deaf)

#### VIII. Educational Models

- Pre-school, such as Maryland National Capitol Parks Project; day care
- Elementary and secondary
- Community colleges and colleges and universities
- Vocational and continuing education, adult education

#### IX. Park and Recreation Department Models

- Municipal programs
- State programs
- National parks and forests
- Urban and rural areas
- Special programs such as Recreation for Deaf-Blind Program, San Jose, Calif.

#### X. Rehabilitation, Health, Social and Welfare Models

All state or federal funding available is to achieve specific goals for aging with impairments, blind, deaf, deaf-blind, developmental disabilities, drug abuse, handicapped children and youth, mentally ill, physically handicapped, disabled social security clients, sheltered workshop employees, etc.

#### XI. Support Services Models

- National agencies such as National Recreation and Park Association; American Alliance for Health, Physical Education and Recreation; National Consortium on Physical Education and Recreation for Handicapped
- Federal agencies such as the Bureau of Education for Handicapped, Vocational Rehabilitation Administration, (sub)Committee on Recreation and Leisure of the U.S. President's Committee on Employment for the Handicapped, etc.
- Professional/technical services such as TRIC, IRUC, etc.
- State agencies such as Cooperative Extension Service in Therapeutic Recreation, State Commission on Aging Consultant on Recreation
- State training such as the BEH-supported New Jersey Comprehensive In-service Training Program for Community Recreation for Handicapped

#### XII. Voluntary Health Agency Models

- Agencies serving arthritis, birth defects, blind, cancer, cerebral palsy, cystic fibrosis, deaf, deaf-blind, epilepsy, facially disfigured, heart, ill and disabled, muscular dystrophy, muscular sclerosis, mentally ill, mentally retarded, physically handicapped

Preliminary Notes on National Survey Responses

by Kenneth J. Zucker, Research Assistant, BEH Models Project

Of the 47 responses, all population brackets except the "under 3,000" were represented. Approximately 70% were publicly funded community agencies, although some joint power agreements for services are beginning to surface.

There was tremendous range in the numbers served. The theory that the larger population based programs would serve the greatest number of individuals was not substantiated. The most common disability group served was the mentally retarded in all population brackets.

Many agencies reported that part-time personnel were the prime service providers. Also, full-time personnel were generally at the lower supervisory levels. Full-time was taken to mean an individual whose total responsibilities and duties are in service to the disabled.

Funding was primarily from the local agency. There were reports of the use of Federal Revenue Sharing and/or Title XX funds.

Most agencies proceeded on their course of service without any inter-agency coordination. The most common coordination was of the infrequent "informal" variety.

In the area of consumerism, the most frequent "representative" of the disabled are parents/guardians of that group. Rarely did the disabled speak for themselves. Many agencies had no "special" boards or committees for disabled services.

The three most frequent deterrents to programs were, in order, inadequate funding, architectural barriers, and transportation. Most problem solving techniques were viewed as stop-gap measures.

Cursory examination indicated that, most often, agencies served the mentally retarded; sophistication of program did not necessarily follow population size, and there is a definite lack of full-time personnel for disabled services.

## Appendix B

## 18 Model Programs/Services

### CONSUMER MODELS

Stan Labanowich, Commissioner  
 "National Wheelchair Basketball Association Model"  
 University of Kentucky  
 Lexington, Kentucky 40506  
 (1,000,000;PHI) (see key below)

Susan Sygall and Diane Schecter, Program Coordinators  
 "Berkeley Outreach Recreation Program Model"  
 1742 Spruce Street, #101  
 Berkeley, California 94709  
 (100-249;MR,PH,BV,DH)

### CLIENT COMPETENCY MODEL

Dr. Robert P. Overs  
 "Avocational Counseling Project Model"  
 Milwaukee Public Schools  
 Division of Recreation and Adult Education  
 1667 South 24th Street  
 Milwaukee, Wisconsin 53204  
 (500-999;AI,O)

### SPECIAL RECREATION MODELS

Janet Pomeroy, Founder and Director  
 "Recreation Center for the Handicapped Model"  
 207 Skyline Boulevard  
 San Francisco, California 94132  
 (500-999;MR,PH,PH,AI,BV,DH,LD,SP,O)

Paul Regan, Executive Director  
 "Recreation Services for the Handicapped Model"  
 712 Tanglewood  
 Memphis, Tennessee 38104  
 (500-999;MR,PH,AI,BV,DH,LD,SP)

### REHABILITATION MODELS

Viki Annand, Project Coordinator  
 "Coordinated Approach to Community Recreation Services for Multiply Handicapped Adults Model"  
 Temple University, 103 Pearson Hall  
 Philadelphia, Pennsylvania 19122  
 (1,000,000;MR,PH,BV,SO,O)

Dr. Carol Peterson, Consultant  
 "Leisure Services Model"  
 Leisure Services State Technical Institute and Rehabilitation Center  
 Alber Drive  
 Plainwell, Michigan 49080  
 (1,000,000;MI,PH,BV,DH,SO)

### VOLUNTARY HEALTH AGENCY MODELS

Chester T. Williams, Director  
 "Recreation for the Blind Model"  
 New York Association for the Blind  
 346 Mamaroneck Avenue  
 White Plains, New York 10605  
 (500-999;BV)

Craig Ihne, Recreation Director  
 "Socio-Recreative Programs for the CP and/or Multiply Handicapped Model"  
 United Cerebral Palsy  
 80 Whitney Street  
 Hartford, Connecticut 06105  
 (500-999;MR,PH,AI,BV,DH,LD)

### KEY: Population

1,000,000  
 500-999=500,000-999,999  
 250-499=250,000-499,999  
 100-249=100,000-249,999  
 50-99=50,000-99,999  
 25-49=25,000-49,999  
 10-24=10,000-24,999  
 3-9=3,000-9,999  
 -3=under 3,000

### PARKS AND RECREATION MODELS

Barbara Sternfeld, Executive Director  
 "Marine-Niles District Association for Special Recreation Model"  
 4400 Grove Street  
 Skokie, Illinois 60016  
 (100-249;MR,PH,PH,AI,BV,DH,LD,SP,O)

Ann White, Supervisor  
 "Special Recreation Activities Unit Model"  
 Nassau County Department of Recreation and Parks  
 Administration Building, Eisenhower Park  
 East Meadow, New York 11554  
 (1,000,000;MR,PH,AI,BV,DH,DP,LD,SP,SO,O)

Karen Boujos, Center Director  
 "Leisure Center Model"  
 Portland Parks and Recreation Department  
 70 Forest Avenue  
 Portland, Maine 04101  
 (50-99;MR,PH,AI,BV,DH,DP,LD,SO)

Ellen Lilyquist, Supervisor  
 "Program for Special Populations Model"  
 Wilmington Parks and Recreation Department  
 Box 1810  
 Wilmington, North Carolina 28401  
 (100-249;MR,PH,AI,BV,DH)

Douglas Baylis, Coordinator  
 "Answering the Needs of Children with Handicaps through Organized Recreation" (ANCHOR) Model  
 Town of Hempstead  
 50 Clinton Street  
 Hempstead, New York 11550  
 (1,000,000;MR,PH,BV,DH,LD,SP)

Max Forman, Program Coordinator  
 "Recreation Programs for the Handicapped Model"  
 City of Miami  
 2600 S. Bayshore Drive, P.O. Box 330708  
 Miami, Florida 33133  
 (250-499;MR,PH,AI,BV,DH,DP,LD,SP,SO,O)

Doris Samuels, Supervisor  
 "Recreational Services for the Handicapped Model"  
 1129 N. Calvert Street  
 Baltimore, Maryland 21202  
 (500-999;MR,PH,AI,BV,DH,LD,SP,O)

Rochelle Swanson, Recreation Specialist  
 "Urban County Recreation Program Model"  
 Los Angeles County Park & Recreation Department  
 155 West Washington Boulevard  
 Los Angeles, California 90015  
 (1,000,000;MR,PH,AI,BV,LD,SP,O)

Christopher Eubanks  
 "Special Services Programs Model"  
 King County Division of Parks and Recreation  
 W226 King County Courthouse  
 Seattle, Washington 98104  
 (500-999;MR,PH,AI,BV,DH,LD,SP)

### KEY: Disability

MR=Mental retardation

PH=Mental illness

PHI=Physically disabled

AI=Aged with impairments

BV=Blind/visually handicapped

DH=Deaf/hard of hearing

DP=Drug problems

LD=Learning disabilities

SP=Speech disorders

SO=Social offenders

O=Other

**National Institute**  
**Community Recreation for Handicapped**

| The Project   | The Sponsor   | The Implementor   |
|---|---|---|
| National Institute on<br>New Models for Community<br>Based Recreation Programs<br>and Services for<br>Handicapped Children<br>and Youth | Bureau of Education<br>for the Handicapped,<br>Office of Education,<br>U.S. Department of<br>Health, Education and<br>Welfare | John A. Nesbitt, Project<br>Director, Recreation<br>Education Program,<br>The University of Iowa,<br>Iowa City, Iowa 52242<br>(tel: 319/353-6808) |

**ORDER FORM**

Please complete this form.

Name of Respondent (to be used in sending follow-up materials) Date

Title (Role) Unit/Bureau

Agency/Organization

Address: Street/Building City

State Zip Telephone (include Area Code)

Background Data on Evaluator

Profession: (Check One)

- Adapted Physical Education
- Physical Education
- Recreation
- Parks
- Parks and Recreation
- Municipal/Community Recreation
- Therapeutic Recreation
- Special Education
- Occupational Therapy
- Physical Therapy
- Social Work
- Speech Therapy
- Other

Title: (Check One)

- Administrator
- Consultant
- Supervisor/Consultant
- Leader
- Technician/Aide
- Volunteer
- Principal
- Teacher
- Other

Population Served  
(Check where appropriate)

- Non-Handicapped
- Aged with Impairments
- Blind & Visually Handicapped
- Deaf & Hard of Hearing
- Deaf-Blind
- Drug Problems
- Learning Disabilities
- Mentally Retarded-Trainable
- Mentally Retarded-Educable
- Physically Handicapped
- Speech & Communication Impairments
- Social Offenders-Adult
- Social Offenders-Youth
- Other Health Impairments

|     |     |     |      |       |       |       |       |       |     |
|-----|-----|-----|------|-------|-------|-------|-------|-------|-----|
| Age | 0-2 | 2-5 | 6-12 | 13-15 | 16-19 | 20-30 | 31-45 | 46-61 | 62+ |
|-----|-----|-----|------|-------|-------|-------|-------|-------|-----|

## Appendix B

Due to budget and time limitations, we have been able to produce only a limited number of copies of the Model descriptions. Therefore, would you please refer to the keyed information on page 9, describing the populations and disabilities served by each Model in selecting the one or two Models below you feel would be of greatest benefit to your program. If you wish to review all the Models, please let us know and we will send you the name and address of an individual/agency near you where this will be possible. (BE SURE THAT INFORMATION ON REVERSE SIDE IS COMPLETE.)

### Community Models Descriptions

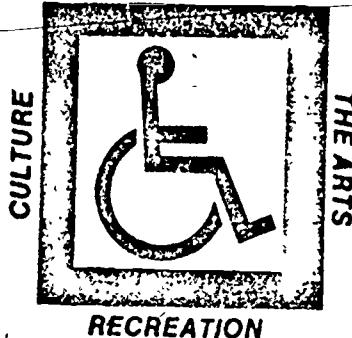
- \_\_\_\_ National Wheelchair Basketball Assn.
- \_\_\_\_ Berkeley Outreach Recreation Program, California
- \_\_\_\_ Avocational Counseling Project, Milwaukee Public Schools
- \_\_\_\_ Recreation Center for the Handicapped, San Francisco
- \_\_\_\_ Recreation Services for the Handicapped, Inc., Memphis
- \_\_\_\_ Coordinated Approach to Community Recreation, Temple University, Philadelphia
- \_\_\_\_ Leisure Services State Technical Institute and Rehabilitation Center, Michigan
- \_\_\_\_ Westchester Lighthouse, New York Assn. for the Blind
- \_\_\_\_ Socio-Recreative Programs for the CP and/or Multiply Handicapped,
- \_\_\_\_ United Cerebral Palsy
- \_\_\_\_ Maine-Niles Assn. of Special Recreation, Skokie, Illinois
- \_\_\_\_ Special Recreation Activities Unit, Nassau County Dept. of Recreation & Parks, New York
- \_\_\_\_ Leisure Center, City of Portland, Maine
- \_\_\_\_ Program for Special Populations, City of Wilmington, North Carolina
- \_\_\_\_ ANCHOR, Town of Hempstead, New York
- \_\_\_\_ Recreation Programs for the Handicapped, City of Miami, Florida
- \_\_\_\_ Recreation Services for the Handicapped, City of Baltimore, Maryland
- \_\_\_\_ Rehabilitation Unit, County of Los Angeles, California
- \_\_\_\_ Special Services Programs, King County, Washington

### Other Models Related Materials

- \_\_\_\_ Delivery Systems/Models for Community Recreation for Handicapped-Handicapped Find
- \_\_\_\_ Recreation Activities for Handicapped (New, Used and Adapted)
- \_\_\_\_ Play, Recreation and Leisure for People Who are Deaf-Blind (a booklet edited by John A. Nesbitt)

### Comments and Questions

## LEISURE



Please check items on which you wish information and complete the form below:

- National Institute on Community Recreation for the Handicapped. Project funded by the U.S. Bureau of Education for the Handicapped deals with basic delivery system models: Consumer, Leisure Competency, Advocacy, Special Services, Education, Parks and Recreation, Creative and Performing Arts, Rehabilitation, Support Services and Voluntary Health Agencies. Descriptions of 18 basic community delivery models. Information also available on Charter of Leisure Rights and Responsibilities of Handicapped Research Reports, Funding Sources, etc.
- National Institute on Recreation for Deaf-Blind. Project funded by the U.S. Bureau of Education for the Handicapped deals with rationale, activities, programs, organization and delivery of service in institutions and in the community, research, sources of technical materials and assistance.
- Educating the Handicapped Child for Leisure Fulfillment (and P.L. 94-142). IN PREPARATION; available December 1977. Covers rationale for leisure service, leisure education, assessment of leisure functioning, explanation of definition of "recreation as a related service" based on legislation and implications for program and service delivery, in-service training, standards for personnel, etc.
- Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals, Part I, the Conference. Reports general background of the conference, on workshops on recreation and the arts, on recreation exhibits and activities at the Conference, new groups, civil rights issues, 10 observations on recreation developments, resolutions on recreation, parks and leisure passed by work groups and releases by HEW Secretary Califano and Department of Labor.

Your Name \_\_\_\_\_

Please send your completed request form to:

Title \_\_\_\_\_

John A. Nesbitt  
Recreation Education Program  
University of Iowa  
W 612A East Hall  
Iowa City, Iowa 52242

Organization \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zipcode \_\_\_\_\_

Telephone # \_\_\_\_\_

Your Role (consumer, advocate, parent, professional)

Area of Interest \_\_\_\_\_

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